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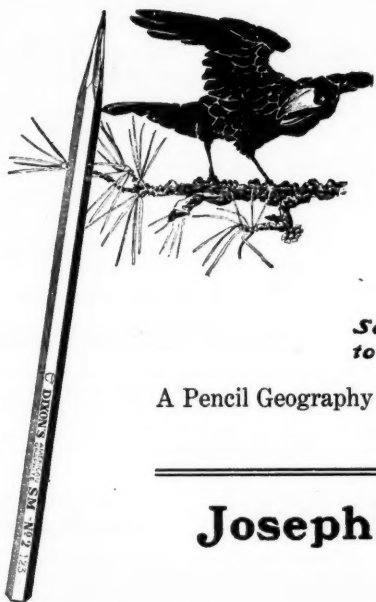
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXX.

For the Week Ending January 21.

No. 3

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Mrs. Horace Mann.

By MATTIE GRIFFITH SATTERIE.

It was my happy privilege to have been brought up under the kind and watchful eyes of Mrs. Horace Mann. My brother, a younger sister and I were always her charges. She loved my mother dearly, and the love descended to our generation.

Mrs. Horace Mann combined the unusual traits of great intellectuality and marked domesticity. Her home, the housekeeping part, was a great delight to her. She was pleased when any one praised her needle work.

I lived in Cambridge, Mass., very near Mrs. Mann's pretty, restful home. I used to go over every day with my brother and sister, and met there two delightful girls of twelve and fifteen. We five formed a class in French literature. We read aloud from Fontaine or some other French author, for an hour. The next hour we spent entirely in French conversation. It was amazing how proficient we became in the French language. At that age, however, from eleven to fifteen, one learns a language, the linguistic portion, with an ease that is never equaled later on in life.

Mrs. Mann's method in teaching French was excellent. She especially excelled in forcing us to speak the language. She would begin immediately to tell a story, something simple, something we all knew, then in the middle of the narrative she would stop as if she had forgotten, and before we realized it we were all chattering away like little Parisians. So capital was this mode of instruction that we really achieved the wonderful feat of thinking in French.

Mrs. Mann was not only a thoro teacher, but she deeply loved the profession of teaching. Her intellectual life was a delight to her, and yet, as I said before, she was very domestic. I remember going into her study one summer morning. She was busy over a translation of a very abstruse French article. She was translating the article into elegant English. When I entered the room she laid down her pen and took up a piece of sewing. I had reached that period of my school-girl life, when I appreciated learning and scholarship. I glanced at the closely written pages on the desk, and said, "O how I wish I could translate like that!" Mrs. Mann looked up from her work at me, with her sweet bright smile saying, "Well, dear, I know I wish I could make immaculate *button holes*."

Her married life had been a singularly happy one. Her tender absorbing love for the Great Educator was like an exquisite romance. She had been a widow several years when I met her, I being a little girl of eight years. She would talk to us about her happy life with her dear husband. Her soft cheeks would flush so prettily until they looked like late summer roses. Over her sweet face there would come a soft dreamy look that would thrill us all, children tho we were.

I heard one of her nieces say to her upon one occasion, "Aunt Mary, you idealize all husbands." Mrs. Mann looked at her quietly for a moment,

then her little laugh rippled forth (she had the sweetest laugh, like the soft trill of a bird) and she said, "Well, dearie, perhaps I do err a little that way; I always think of *one* dear husband." I called out in impulsive school-girl fashion, "But he was a hero." She placed her soft hand under my chin, and looking into my youthful eyes, replied, "No my child, he was a *dear*, and that is much more delightful in the home. He was nothing but a great, big, loving boy, with the children and me."

I can see her that late autumn afternoon, as she sat in her little den, surrounded by a circle of young people. She made the most picturesque figure. She was very tiny, delicate as a fairy. Her hair was our special delight. It was soft and brown, flecked with silver. She wore it in a round full curl behind each ear, held in place by little side combs. We children loved those pretty curls, and would tell her so in impulsive fashion.

On this particular afternoon Mrs. Mann was more than usually interesting. She told us of her experiences with Mr. Mann during his term as president of Antioch college in Yellow Springs, Ohio. At that time Ohio was almost a frontier state. The conditions were of the crudest. Mr. and Mrs. Mann were taking an afternoon drive one day, Mrs. Mann told us. The country was desolate and dreary, the country people even more discouraging and forlorn in appearance. She turned to Mr. Mann and said, "Horace, dreary indeed is the life of the pioneer." "Mr. Mann turned to me," she went on, "his face radiant as if from an inner light, and replied, 'Yes, dear, but the reward will be all the greater in the future, long after the pioneer himself has passed on.'" She paused, her own face luminous with such a tender look, that her child friends sat awed.

Dear friend! Kind, tender and devoted teacher! You have been an inspiration to me all my life. The "Bright Beyond" is ever brighter to me, when I think of meeting her again, there.

The Rev. James Freeman Clark, as he stood by the casket that held her body, said, "This sweet friend has made Heaven fairer. It is not a death, it is a translation."



Is the Gaining of Success Ideal!

S. L. COWDRICK, High School, Topeka, Kansas.

Incentives to action and the motives for actions are to be considered, by both parents and teachers, of the utmost importance in connection with the education of children. So many improper incentives and wrong motives are found under the guise of expediency, so much that is false in spirit if not in letter prevails in the political and business world, and so often "the end justifies the means" is the excuse given for using reprehensible methods to accomplish an object, that teachers and parents alike must be careful to discriminate the true from the false, or the children will enter upon life, after leaving school, with very indistinct ideas of the right and wrong of the motives im-

pling them to labor, or of the character of the rewards which come as a recompense for that labor.

Following this line of thought, it may be questioned very seriously if the gaining of success is a proper motive to place before the young. Is success in one's undertakings always desirable? If it is desirable, should it be the main spring of action? Should the children be permitted to grow up with the idea that failure is disgrace? These and other questions of the same character deserve careful consideration, for very possibly it may be found that some of our most cherished aphorisms, and the teaching in accordance with them are false to every principle of good living. Thoughtful teachers may well study these questions. To succeed in one's undertakings is very pleasant, but it may be, sometimes, that failure, or apparent failure, would be better, especially if the desire for success springs from selfish or other improper motives. Failure coming from no neglect of opportunity, or lack of effort in itself is not to be deplored, if the motives which prompted the effort are good. The fundamental purpose which underlies endeavor and is the cause of effort is everything; the accomplishment is merely an incident. The discipline derived from the striving to accomplish, not the gain in itself is the valuable part of effort. In our day too little heed is given to underlying motives, and too much to visible results. Success dazzles the eye of the beholder, and hides what may be behind it. The applause given to the successful man often dulls the voice of conscience condemning him for his selfishness, and he pursues his course more firmly fixed than before, for he feels that it is the success alone which counts in this world, not the means by which it was gained.

And sad to confess he is in some measure right in this view. The world demands success. It has made a god of success and worships at its shrine, and those who are successful in propitiating this deity are high in the estimation of the unthinking world, which seldom inquires how the favor of the god was obtained, or what gifts were laid upon the altar. And very often these gifts are priceless in value—unselfish impulses, desire to assist others, ambition to make the most of self in order to be of use to the world, striving for a higher and purer spiritual life, nearer to the one which the Master lived—in short all that makes life worth living have been sacrificed. What a price to pay for what is called success!

The prevalent thought of to-day is crystallized in the significant saying "Nothing succeeds like success," which means just this: No matter how reprehensible the motives or methods, or how objectionable the end sought, or how unworthy the one making the effort, everything will be overlooked if he succeed. On the contrary it matters little how worthy the worker, how excellent that for which he is striving, or how fair the means used to obtain it, failure will bring down condemnation and ridicule upon him.

It is the spirit contained in the quotation given above which causes the business man to strain every nerve to overreach his competitor, and the speculator to win, even tho he ruin his rivals. This spirit it is which urges the lawyer to use every means, fair or foul, to convict the prisoner or to clear his client, and which is at the bottom of all the trouble between labor and capital. The influence of this evil spirit has even invaded our schools and colleges, hence the charges and countercharges of fraud and unfair dealing so indiscriminately bandied back and forth after nearly every athletic or intellectual contest. It is this spirit, too, which leads to so much which is reprehensible in politics, and which makes modern politics a byword and a

reproach, and its purification an "iridescent dream." One has but to observe, to reflect, to be appalled at the mad strife to win seen wherever men meet in contests or rivalries of whatever kind or character.

And it is owing, for the most part, to the precepts found in the text-book of success that such a condition of public and private morals prevails.

In view of all this one may well hesitate to urge his pupils to make success their guiding star, for, endeavor as he may to qualify his advice, and to give them a true idea of what constitutes success, more or less harm is sure to result, for most young people, as well as those of maturer years, readily believe what appeals to their fancy, and remember the part of advice which attracts their attention because it agrees with their own inclinations, and promptly forget all that would qualify and explain.

I am not a pessimist. I do not think that either men or times are growing worse, neither do I think teachers careless and indifferent as to the kind of instruction given, nor the pupil of to-day weaker and more inclined to evil than those of earlier days. It is hard, however, to resist the tendencies of the present age, and the idea that success is the ultimate object of life is so universal that the young are easily led to float with the current, and especially easy it is to so float when all the world is drifting along with you.

But teachers are not the only ones to be censured. Everywhere are found the apostles and prophets of the god success promulgating its worship. The pulpit, the press, and those in the busy whirl of business, are alike responsible for this influence so powerful in our modern civilization, which renders it a Saturnalia of greed and selfishness, instead of a rational striving for what will advance the happiness and culture of humanity.

The young everywhere should be given an education which will be helpful mentally, morally, spiritually, and materially. They should be given a just and true idea of both their duties and their privileges. They should be led to see more in life than a selfish strife for success. They should be taught that success purchased at another's expense is too high a price to pay for the gratification of self. They should be instructed in the knowledge of what constitutes a life such as was meant by the ideal placed before us in the Sermon on the Mount. They should be trained to a life of service, which is the only road to true self-advancement which is unselfish. Above and beyond all they should be trained to estimate justly the importance of motives, and to weigh nicely their own motives, so as to accept none but the good, and reject the bad, even tho the way to success seem to be closed to them by so doing. They should be trained to be honest with themselves, not make themselves believe their motives are pure and unselfish, when deep down in their hearts they know better. On the contrary they should be taught to judge themselves and their own actions, being as just in judgment as if another, not themselves were being judged. And finally they should be led to value success according to the standard given by the life and works of Him who taught as never man taught, and who lived as never man lived, and whose words and deeds furnish us with a perfect model by which to pattern our own lives, and which will be an inspiration to all who would live unselfishly as long as time shall endure.



The National Educational Association will meet at Asbury Park, N. J., July 3-7. Pres., Supt. William H. Maxwell, New York City; permanent sec., Irwin Shepard, Winona, Minn.

Current Literature in the High School.

[THE SCHOOL JOURNAL regrets not to be able to give the name of the author of this article. If this should come to his attention will he kindly communicate name and address to the editor?]

The use of good current literature in the high school serves the double purpose of information on current events and helping on correct literary habits and tastes. I have long used some of the best periodicals in this way, but have never quite indorsed the daily and weekly newspaper as a school factor. We receive regularly, addressed to our high school reading table, the following weeklies and monthly magazines: *Forum*, *Munsey*, *McClure*, *Review of Reviews*, *Century*, *Success*, *Literary Digest*, *Saturday Evening Post*, *Leslie's Illustrated Weekly*, *Harper's Illustrated Weekly*, and the foreign weekly, *London Truth*. In addition to these the college papers and other publications of the colleges for distribution reach our table from nearly every college in the state. We also receive when Congress is in session the daily *Congressional Record*. This list furnishes to our students such reading as is suited generally to their school needs, and at the same time serves to interest them at such hours as may not be needed for lesson study.

Each teacher makes such use of the current literature as will best suit the work of his department. It serves its best school purpose, however, as an aid in the weekly rhetorical programs. The files are kept on a narrow table built against the wall of the main room for the purpose, and students not otherwise engaged have constant access to them. One entering this room at almost any hour of the day will note at a glance how widely it is used. He will also note the good order that prevails. Every one seems to be deeply engaged for himself. As a disciplining factor current literature plays a good part. A student is appointed to keep the table in order. Such regulations as returning papers and magazines to their proper files prevail, also the important rule that the student failing to make a passing record for a designated time in more than one subject is debarred from the reading table except for lesson use under order of his teacher until such ban has been removed by good work.

We have never asked the board of education to provide our current literature. It is paid for from a fund supplied by school entertainments. There are some boards, I know, that oppose such school entertainments, but I think such an attitude can scarcely be justified. In this town of less than six thousand we have earned and used nearly nine hundred dollars in five years. We have beautiful pictures, pieces of statuary, and many other good things that we could not have secured without this work.

In these entertainments we frequently select the best of our regular programs and offer it to the public at a nominal admission fee, and fill almost any auditorium we select. Or the music teacher prepares a special production of choruses and individual voices which never fails to please. From money thus earned we buy our current literature, supply our flower beds, and keep our lawns beautiful. We have bought outright one good piano in this way.

We won another piano in a commercial contest, preferring to give our energies to this enterprise for a time to preparing entertainments for such a purpose. This instrument is now in our high school, and is one of the finest in the town. We succeeded largely in this contest because we had learned to help ourselves.

The advantage of a good selection of current literature in rhetorical work can scarcely be overestimated.

Our high school is divided into two well organized literary societies, officered and conducted entirely by the students. These societies alternate in giving the weekly Monday program, lasting one period of forty-five minutes. The magazines not only furnish live topics for these programs, but much of the information needed in carrying them out. One program each month is devoted to a debate, and not only the question but the material needed for its discussion is at hand. Our programs usually draw a goodly number of spectators who are ever ready to express the pleasure and profit derived. This serves to put the whole high school on merit at such occasions. But for our literary table we could not prepare programs of such merit. Of course we vary our list of periodicals each year as may suit the desires of some of the teachers or students. As I have here given it, however, it is representative of what we use. It is not necessary to enter into the relative merits of the various periodicals used, nor attempt to give a popular estimate of any of them. The illustrated ones serve for a great deal of suggestive interest which only pictures can give, while the reading matter of all furnishes a fair amount of conning or study according as it may serve for personal entertainment or study for literary work.

The habit of reading the best current literature instead of seeking after the cheap sensational periodical so common among the young boys especially, it seems to me must be helped by daily access in school work to such a list as we offer. Diamond Dick stories have less hold where the *Century*, *Review of Reviews*, *Literary Digest*, etc., are daily handled. The superior illustrations, substantial stories, and accounts of things actually transpiring, will scarcely fail to make a helpful impression on the mind of even the devotee of trash.

Like most high schools we offer a large list of the best American and English classics which are read in class under the instruction and guidance of the teacher of English. This work aids the desire for the best current literature, while the magazine articles constantly throw light upon some phase of the regular English work. The value of current literature in furnishing a refined atmosphere for the young people to move and live in is worthy a thought here. Better order, better manners, better language, improved taste, steadier habits, more dignified bearing might all be mentioned as in line of such an influence. I do not raise the question whether such reading set free in the high school would not take time that should be used in preparing lessons. In my experience of years it is not necessary to raise it, for it so seldom occurs that it need not be discussed. On the contrary, I do know that such a privilege is a great stimulus to studious habits at school, and this, after all, is the great thing to be accomplished in securing reasonably good recitations. It serves as a sort of athletics of the mind.

A. L. Leathers, of Orrington, Maine, a sophomore at the Wesleyan university at Middleton, Conn., emerged on January 8 from the Atwater-Rosa calorimeter, in which he had been imprisoned for seven days. For the first four days he ate nothing, but during the last three he was allowed one quart of milk daily. He went thru this uncomfortable experience voluntarily, it being one of a series conducted by Prof. O. W. Atwater and Prof. F. G. Benedict, to determine the amount of oxygen used by the human body under different conditions of diet, work, and rest.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Does School Teaching Pay?

By ARTHUR GOODRICH, in the January *Leslie's Magazine*.

"No," said one teacher, decisively, in answer to the question, "it does not pay to be a school teacher. Any man who has brains enough to earn twelve hundred dollars teaching can make twelve thousand dollars doing something else." Another—a high school principal—answered evasively until I asked him whether, if he were to choose now in the light of his experience, he would select school teaching as his life work. "No," he said, quickly. "Not because salaries are small, but for other reasons. For one thing, a man likes respect and reputation among men, and few men respect a school teacher." I quoted some of these answers to another moderately successful teacher. "Perhaps they're right," he said. "As for me, I make enough money. In fact, I'm not at all certain that I could make as much in a factory or in a law office. Regarding reputation—I imagine that the majority of the people I know respect me as much as I respect the majority of the people. I find a great deal of satisfaction in my work, and even wealthy men seldom have as long a vacation as I do. It pays me to be a school teacher." He was the only man among eleven teachers of various grades who gave me an affirmative reply to the question; the others were negative or doubtful. Perhaps this is significant, and perhaps it is merely another indication of American unrest.

No professional course of study and no rigid examinations are required of a man who is to teach. The qualifications, as outlined by a well-known superintendent, are merely: "First, character; second, scholarship—a university education if possible; third, physical health; fourth, aptitude for teaching." And yet it is difficult to find enough good men for teaching positions each year, according to the statements of superintendents. And it is difficult to keep these men once they are obtained. Evidently young men do not consider that school teaching pays as well as other kinds of work, for there are fewer men teaching than there are doctors or lawyers in the country.

College Men and Teaching.

A college education is looked upon as practically necessary to a man's success in teaching. How many college men look forward to teaching as a life work? An official of last year's graduating class at Princeton writes that "twelve men out of a class of two hundred and eighty-three have expressed their intention of taking up teaching as a profession." But he adds: "It is highly probable that a number of men will teach for a few years." A study of the classes who graduated from ten to fifteen years ago from another well-known Eastern university shows that of those who taught during the first year after their graduation only 35 per cent. in one class are teaching now, 38 per cent. in another, 53 per cent. in another, 76 per cent. in another, and 80 per cent. in the fifth. A few men leave every profession and business, but probably not in the proportion represented by even the largest of these percentages. A number, also, as suggested in the Princeton man's letter, start teaching with the definite intention of doing something else. They can make more money easily during the first years of teaching than in any other work. It is not difficult for a young man fresh

from college to obtain in cash or its equivalent, eight hundred dollars, or one thousand dollars, or even twelve hundred dollars, for his first year of teaching.

A wise business man once said that three considerations of practically equal importance make up the value of a position: the pleasure one finds in the work, the congeniality of the people with whom one works, and the salary one receives. It is doubtful if the average doctor or lawyer or business man finds more pleasure in his work than the average school teacher while he works. It is doubtful, also, if any profession shelters those who practice it from uncongenial people as school teaching shelters teachers. As to salaries—while they range ordinarily for women and men from two hundred dollars to five thousand dollars, the average salaries men receive from public school teaching in New Jersey, which can be taken as a fairly representative typical state, is eighty-seven dollars a month, while the average income of the doctors of the United States has been estimated at less than seven hundred and fifty dollars a year. Certainly, also, the average salary in private schools throughout the country is higher than in the public schools.

"Once a private school teacher, always a private school teacher," is a common adaptation of the old saying. In a private school the young teacher often finds a more sheltered life and pleasanter surroundings than do those who are cogs in a large city school machine. He is allowed more initiative, and he is usually on confidential terms with the schoolmaster. His salary approximates those of his friends in public schools, but he seldom has the rough and tumble experience that ought to make them broader and more resourceful. He obtains a training, however, that may lead him in time to open a school of his own, in which, if he is successful, he will gain a considerably larger income and he will have, in addition, an opportunity to prove himself, to make a school that reflects his ideas and ideals.

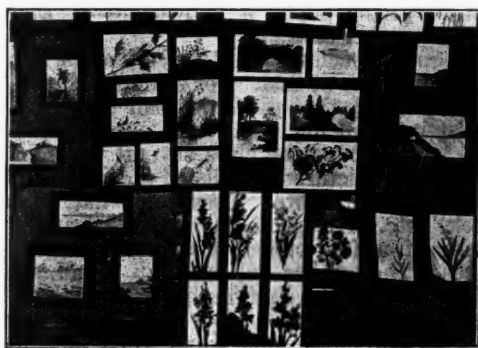
Immaterial Rewards.

And there is a reward for the school teacher which the wise business man did not consider. The lawyer can point to a case he has won, and show how he has obtained justice. A doctor may single out men and women whose lives he has saved and whose bodies he has healed. A business man can furnish evidences of his contribution to progress. But the successful teacher has an army of witnesses, themselves doctors and lawyers and business men, whose hearts and minds he has moulded, whose impulses he has steadied, whose ambitions he has encouraged. If you were to read the heart history of most of our successful men, you would be likely to find a teacher there, and perhaps at the turning point that meant success or failure. Each new class is an added heritage. The success of every man and woman who has been as boy or girl under his care is, indefinitely perhaps, but certainly, his success. As the years go by they are his real reward, and when he is old they come back to him in the flesh or in the memory to make him glad that he has lived and that he has taught. After all, that which really pays, pays in the heart rather than in the pocket-book.

The Future of the Teacher.

What is his future? In many of the public schools he finds that the lower grades are being

consolidated and systematized. Many cities already have their grammar schools under one executive head, with broad responsibilities and a commensurate salary. Even in rural schools the tendency toward consolidation is evident. Mr. Cotton, the superintendent of Indiana schools, says: "With our present tendency toward the centralization of rural schools, which is being hastened by better roads and by better modes of travel, we hope at no distant day to extend the term and to make the minimum salary six hundred dollars." Perhaps he works his way gradually into a high school principalship. He finds many difficulties, real or imagined, to contend with during his progress. His life is often as itinerant as that of the old-time Methodist preacher. He goes from school to school, and from city to city, making friends and losing them, and making new friends. Many of his college mates whom he distances so easily at the beginning are making twice the money he receives.



Handwork done by pupils of the Spry Vacation School, Chicago; Mr. Henry W. Tibbitts, principal.

Secretary of War William H. Taft, in submitting to President Roosevelt the report of the Philippine commission, says that without wasting money, \$5,000,000 a year could be readily expended in the islands for schools. The enrollment has increased in one year from 183,000 to 263,000, and there is a demand in each province for American and Filipino teachers. Nevertheless, owing to the falling off in the insular revenue, there has been a reduction in the funds available for education, and the amount expended by the government at Manila in 1904 did not exceed \$1,200,000, as against \$1,600,000 the previous year.

Teaching Pupils to Speak English.

By ESTELLE REEL, Superintendent of Indian Schools.

Written for the use of the Indian schools, but containing many suggestions that can be adapted readily to the teaching of pupils speaking other languages, facility in the use of English.

Teaching the Indian child to speak English forms the basis of all efforts to educate him. It is therefore deemed necessary and desirable that methods which have proved successful and have stood the test of actual use shall be brought to the attention of primary teachers that they may adopt them in their work, and brief descriptions of some of these methods are given herewith for the information and guidance of teachers. A number of primary teachers have been unusually successful in giving the Indian child a good working knowledge of English in a remarkably short space of time.

In explanation of his method one teacher says:

"We aim at giving the pupils a sufficient command of English to enable them to meet the needs of everyday conversation, and endeavor to overcome the natural shyness of the Indian child upon entering school. When new pupils enter the school-room they find strange surroundings and faces, and a strange language, and their interest must be aroused that they may be willing to talk. We have found a well-constructed sand table a successful means of teaching English. The table is decorated with familiar surroundings and objects with which the pupils come in daily contact. Fences are represented by sticks, trees by twigs, buildings and bridges by little blocks of wood, and roads, creeks, hills, ravines, irrigating ditches, etc., are laid out on the sand. We also found that three times the amount of drill may be secured by having one or two of the more advanced pupils act as teacher at the sand table, and at the same time instruction to the older pupils can be given in another part of the room. Young pupils respond more readily and have less timidity in following the pupil teacher, who should be properly instructed in drilling the class. Toy horses, sheep, dogs, cows, rabbits, etc., are used on the sand table, being familiar objects to the children. The pupil teacher, holding up a toy horse, pronounces the word 'horse' and encourages the children to try to say the word. The children recognize the horse, and watch with deep interest the movements made by the pupil teacher, who then makes the toy horse jump, and gives the class the sentence, 'The horse jumps.' These words are spoken in a loud, distinct voice, repeated over and over by the class in concert, then by each child alone until it becomes a part of himself. This is continued until they become familiar with all the objects represented. Any number of sentences may be made in this way, and almost without conscious effort the Indian child acquires a working English vocabulary. Constant drilling will be necessary in order that the child may overcome the difficulties of pronouncing the English words, and the work will be greatly enhanced if the method is varied to suit the needs of the particular class. Then the pupils may be encouraged to use their fingers in tracing the letters of the word 'horse' in the sand."

The success of this teacher's method is shown by the fact that his pupils can speak more and better English in three months than many pupils acquire in a year in other schools.

Many teachers recognize the importance of arousing the interest of the young Indian and gradually bringing him into sympathy with the school influences. Another teacher, in describing his method, says:

"Every Indian child is familiar with many objects by which he is surrounded, but knows their names only in Indian. Teach him their English names. The sky above him is a 'mah-pi-ya'; his stars are 'wi-can-hpi,' and his sun is a 'wi.' Change this by making his 'mah-pi-ya' the sky; his 'wi-can-hpi' the stars; 'wi' the sun, and so on thruout the list of objects with which he is familiar. I try to get him to take off his 'chan-pan-pa' and put on shoes; to change his 'ogle' for a coat, and his 'po-stan' for a hat. The first step is to enable him to understand the words for a few such objects and ideas. Bring visible objects to his attention and acquaint him with all the ways by which each object may be represented in English. For example, give him the spoken word, the written form, and draw a picture of it on the board. 'Again, again, again,' must be your motto to succeed in this with Indian children. His starting point will be one word of English. Bring actions to him in the same way; an action can be seen and described as well as an object. Plan the lesson. Select a limited number of objects that the Indian must see and handle every day. Let there be, if possible, some point in which all the objects bear a resemblance to each other. In one lesson every object is a pair of something—a pair of boots, shoes, gloves, etc. Represent each of these pairs of objects by a plainly written English word on the blackboard. Cause the children to stand in a row in plain view of the objects on the table and the words on the board. Place another class of older pupils at the board, with crayon in hand, prepared to write. Have pupil No. 1 take an object and say, 'This is a pair of shoes—one, two.' Do the same with each of the others in the class. They will then know that what they are holding is a pair of shoes and that it takes two to make a pair. Follow with other objects and then select from the objects at random and see if the pupils will call them by their right names. When they have learned to do this call their attention to the same objects standing in writing on the board. When the pupil goes to his seat have him copy on his slate each word on the board and draw a small picture of the object corresponding to the word. Several weeks may be required to perfect the pupils in the words suggested, but this work can go on indefinitely under the oversight of a pupil-teacher."

The following is a brief description of the method used by a successful instructor of twenty full-blood Indian children from the camps, in which practical industrial work is employed in teaching them to speak English:

"We secured a large table (any table may be utilized by nailing boards about four inches high around the edges), which we filled with sand from an old sand pile and arranged the surface to represent hills, valleys, irrigation ditches, etc. We then prepared material for building a house. We cut down small trees or twigs and sawed them into proper lengths, with due reference to doors and windows. We made shingles for the roof and sawed off boards to lay the floor. We then proceeded to build a house, using the material we had prepared. On one section of the sand table we created a patch of woods, using small twigs for trees. We also placed stumps, piled up logs, and built a bridge. We made a stone sidewalk in front of the house, planted a flag-pole on which we placed a flag, which we also made. We inclosed the yard with a fence and constructed a real gate which opened and closed. We laid out the farm into fields. In one field we planted corn, in another wheat, and still another oats. We then built a barn, putting in stalls, mangers, and feed boxes. We made hay and built a hayrick. We filled the mows and loft of the barn with loose hay; baled

hay and stored it in one corner of the barn floor. We went to the field and gathered grain and placed it in the barn. We made horses and cows of paste-board and colored them to resemble the stock at the school, placing them in the stables. We made a frog pond. We dug clay and modeled vegetables and many other objects, coloring them appropriately with chalk. We furnished the house, the children weaving the carpets and rugs and making the furniture. The dishes we made of large acorn cups. We made rag dolls, using acorns for heads. We cooked daily meals, using vegetables in season, and made bread, yeast, etc. We dried fruit and vegetables, and also preserved fruit.

"We talked busily while we worked, and every move called for language. Children learned new words every day unconsciously. The work here outlined extended thru three months and was taken up each day where we left off the day before. At the end of this period the children had acquired an extensive vocabulary."

In describing the method found to be most practical in giving pupils a knowledge of English, another teacher says:

"Begin by teaching objectively. Use one familiar object at a time at first. For example, the teacher holds up a ball, then gives the ball to one of the pupils, pronouncing 'ball,' the pupil responding 'ball.' Go around the class several times in this way. Draw pictures of balls on the board and use the same as objects. Then use 'hat,' 'slate,' 'book,' etc. After the pupils have learned the names of a few objects use them in short sentences. The teacher will hold up a ball, saying, 'What is this?' the pupil replying (with the teacher's help at first), 'That is a ball.' Proceed with other objects in the same way. Have an older pupil instruct beginners in new words under the direction of the teacher, preparatory to coming to the class."

Another teacher of English, who has been very successful, in describing the method used, says:

"I teach Indian children to speak and write their own names and those of their playmates, also the names of everything in the room, using the words 'I see' before each; for example, 'I see Alma,' 'I see a desk,' etc. I have pictures of birds and animals on the walls and give drill in pronouncing and writing their names. I teach all to say 'Good-morning,' 'Thank you,' 'If you please.' The Indian child must become used to his school surroundings. He is very tractable and will readily obey instructions when he knows what is said. I have the children engage in action lessons; for example, when one says 'I can run,' I have him run around the room, or when another says, 'I can whistle,' I have him whistle. I also use for language lessons the phenomena of nature, encouraging pupils to talk about rain, sun, wind, etc.; events in school life and occurrences in camp; and endeavor to have them talk about their homes, parents, and occupations. I try to make the lesson entertaining to the child in order to gain his sympathetic interest, often using a chart.

The following is a list of charts which I have made, with interesting and profitable lessons to the children:

Laundry charts—containing the names of all the articles used, and a brief description of the work.

Kitchen charts—containing the names of all utensils, furniture, and common articles of food.

Dining-room charts—containing the names of the furnishings, dishes, napery, and other table appointments.

Also charts illustrating the work in the garden, farm, harness shop, shoe shop, carpenter shop, sewing-room, class-room, housecleaning, etc."

Babes in Literature.

By A. C. SCAMMELL.

In our schools may be found babes of fifteen and upwards, to whom the jingles of Mother Goose are more musical than the sweetest song-poems; to whom Cinderella appeals more tellingly than does the most powerfully written novel within reach; to whom Jack the Giant Killer is hero and Hercules enough, while Washington and Lincoln, according to second grade readers are history enough.

What can we teachers and would-be-taste-creators do about it? What more than be as judicious nurses as we know how to be, cautious lest we starve or cram our charges, watching for and believing in all healthful nature signals?

Mine is a multigrade school. Last term I gave "The Merchant of Venice," in five-cent-classic form to my most advanced class as supplementary reading; to most of the class the simply written introduction needed to be explained in the simplest oral language I could command, before I could awaken their interest in the story; the words of the text were, to them, an unknown tongue. What wonder? It's a long step up from every-day small talk to Shakespeare; the farthest that these children in teens had ever climbed in reading matters aside from their school readers, was to the local newspaper, and the easily read Sunday school stories. They were not well born in a literary sense; their parents read what they most needed to know to get on well thru their work.

One day, while wading with my class, despair-deep, thru one of the most human-natureful passages, I looked at the puzzled faces of my tryers and thought, "To what purpose is this waste? They knew Shylock; he lives right here in their town; their parents have dealings with him; his character is understood and despised. Portia, too, they know, and they love her; for she visits their homes in times of stress and discourses as eloquently of mercy by her tender deed as once did Portia of the play. Why plague these children longer?"

So I bade them close their books while I read to them, paraphrasing Shakespeare as I went along. I hope they got a glimmer that will light up the good and bad Shakespearian characters with whom they will have to do thru all their lives, that they may be the better able to dispense the tender and the stern justice.

While recuperating from the effects of dry reading, I allowed the discouraged portion of my class to choose, by turn, whatever they enjoyed reading. We had the variety, but it was predigested food, the good story in verse or prose which they had read before and were pleased to hear again; but for a week no new thought was born during the reading period.

On Friday afternoons I brought the leading magazines, from the juveniles up, into school for an hour's silent reading. I watched to see how they helped themselves. A bright little second grader usually found his "animal story" in *The Youth's Companion*. In spite of many unknown words, he quickly snapped up the thoughts from the words which he did know, and from the illustrations, for he told the story straight. A girl of high-school age chose *Little Folks*, a magazine for youngest readers. Another, in the same class, who had been brought up on good literature, found pleasure in *The Review of Reviews*. The leader of her class in partial payments asked, "May I get out hard examples instead of wasting my time on reading that will never be of no use to me?"

Two or three of the older pupils who really wanted to be up-to-date in general knowledge, se-

lected reading matter that was far beyond them and consulted the dictionary every three minutes, only to find its answers provoking riddles. "You don't find the dictionary of much use?" "No." "But it will be when you go where things are doing and when you watch to see how people do them." The idea of traveling to learn seemed to discourage.

Why did I allow them such reading? Why did I not advise? I wanted them to see how much they did not know. I wanted to give their pride a push, and their five senses a good start on the observation track. I believed that some of these slow minds could be led a little way out into the world of greater thought and be the happier for it. I wonder if there might not be fewer men and women to slow along in this world as shell animals if their teachers had but given them a forcible push now and then, and then again!

"Over the hills lieth Italy." These words once urged us up many a steep ascent. Why not use them as drivers now to children who seem to need them? Because some youths have not the strength to climb even the hillocks of literature, and so *their* Italy lies on *this* side the Alps, on a dead level, within easy eyeshot. If Nature has not given to the child a winged fancy, his teacher cannot help him to soar with artificial wings, tho she begin with him at his start in the kindergarten. My Pity for such says, "Don't wasp them. In their reading classes let them read the blind passages with the best expression they can command, and then let it pass without comment of lips or manner."

Don't ask them to tell you the thought in their own words, to show the force of this metaphor, or the beauty of that allusion, for you shame them; possibly you stab them. "And," says my Good Sense, "these same children who can't tell you what you ask, *can* tell you many a useful fact which you *should* know."

Choose often the most easily understood lessons of the books, that the different grades of mind in the class may each have their due. Deal out such supplementary reading as suits the mentality of your pupils, giving to each one the best of *his* kind and an abundance of it.

Both my Pity and my Good Sense bid me have as great a respect for, and to be as generous to, those pupils who have not the quick comprehension and the literary loves with which Nature has endowed other youth of the same years.

American Ambassador to Brazil.

The United States of Brazil, having notified our state department that it had decided to raise its diplomatic mission at Washington to the rank of an embassy, the president has sent to the senate the nomination of Hon. David E. Thompson, of Nebraska, to be first ambassador to Brazil. Mr. Thompson is now the American minister at Rio Janeiro.

By act of Congress passed about ten years ago, the United States is represented by an ambassador at capitals whose governments accredit ambassadors to us. An ambassador is held to represent directly the sovereign or sovereignty of his country, and has certain high and peculiar rights of which other diplomatic agents do not partake, such as the privilege of obtaining an immediate interview with the head of the state if he requests it, instead of being forced, like ministers, always to conduct negotiations thru cabinet officers. Great Britain, France, the German empire, Italy, Russia, the Austro-Hungarian monarchy, and Mexico are on ambassadorial footing with the United States.

Using Crayons in the School-Room.

(These suggestions are taken from a circular issued by the manufacturers of "Crayola.")

The right sort of crayons can be used on almost any surface—paper, wood, metals, canvas, leather, cloth, prepared porcelains, etc., but the student should make his first efforts on moderately smooth drawing paper or cardboard.

The most suitable papers for painting with crayon are those which are sufficiently rough to hold and support the colors. To this surface the crayon adheres tenaciously, and those parts demanding depth and force can be effectively loaded with color. The paper should be substantial—not too soft or spongy—the surface should be uniform, without any figure or lines running thru it.

The use of colored or tinted papers is entirely a matter of preference, and may be left to the discretion of the student. Blue, gray, olive, buff, straw, and cream colors may be used, but strong tints should be avoided, as they are likely to mislead the student in creating a false harmony by opposition during the progress of the work. The beginner will be more sure of accomplishing the desired results, if in his first essay white papers are used.

Most delicate and beautiful effects can be obtained on heavy tissue paper or a thin lined bond paper. In working with such paper, to prevent tearing, place it on a piece of smooth, hard-surfaced white cardboard before sketching outline and laying in colors. When the study is completed, it should be mounted on heavy paper or cardboard, using photo paste (not mucilage), applied only at the corners or on the edges. For studies and general work, cardboard will be found very desirable. For a study requiring fine detail and even finish, use a smooth bristol board. For broad effects, use the rougher finished board.

Most effective studies, possessing all the characteristics of oil paintings, can be made on eggshell cardboard, the rough surface of which facilitates impasting or laying in the colors in heavy mass. The cardboards also possess the advantage of not requiring the finished studies to be mounted.

IMPLEMENTS REQUIRED.

A penknife, a piece of canton flannel or cheesecloth, a piece of chamois, two or three paper or chamois stumps, a package of tortillons (small paper stumps), a typewriter eraser, two or three soft, smooth grained corks. The use of chamois stumps and tortillons is not absolutely necessary—excellent results can be obtained without them. We mention these materials because some artists consider them valuable. After a little practice, the student can decide whether or not they are a necessity.

INSTRUCTIONS FOR CRAYON PAINTING.

The crayon should not be too sharply pointed, but one side of the point should be somewhat flattened, except where fine lines are necessary. In pointing the crayon, remove the paper from the end, then sharpen with a pen knife.

Sketch outline of picture with a medium hard lead pencil, making sure that the drawing is correct, before colors are applied. If the study be one in delicate or light tints, care should be taken to remove all superfluous lead from the paper.

If the study be a landscape, begin at the top and lay in sky and cloud effects. Flat tints (such as compose the sky in the usual composition) may be made by the use of cloth or chamois skin, either in form of stumps, which can be obtained at artists' material stores, or by using the cloth or chamois in the piece without rolling.

To lay a flat tint, first rub the color from the crayon, on the cloth, and with the cloth apply the color as a broad wash, unless the artist prefers the use of the stump, in which case rub the colors on clean cardboard used as a palette, from which they can be applied with either paper or chamois stump, or piece of cloth, in light or strong tint.

The color may be applied directly to the surface of the paper or cardboard from the crayon by fine working, and afterwards rubbed down with a cloth (cheesecloth or canton flannel preferred). Should irregularities remain after this process, a sharp penknife will remove them, and this instrument will be found valuable thruout the work, as by its judicious use effects may be obtained impossible by any other means.

The first tints of the sky may be readily applied by washes as suggested, and the clouds laid on from the crayon direct, using various tints required in combination to produce the desired effect, after which they are rubbed down and blended until the correct harmony and atmospheric effects are produced. This blending can be done with a piece of cloth. A soft, smooth cork will also be found useful in blending and softening sharp lines.

In producing water color effects, the light clouds may be rubbed out by use of a typewriter eraser, using either the flat side or edge, according to the requirements of the composition. Any irregularities may be disposed of as suggested, by scraping and retouching wherever necessary, until the desired harmony is obtained. The colors required in the sky are ultramarine, cobalt and celestial blues, white, and charcoal gray or black. In sunsets, golden ochre, lemon and medium yellows, orange, vermilion, rose pink, purple and madder lake. When the colors of the sky have been laid in

as suggested, the student should be sure that his drawing is correct according to the rules of perspective.

The most distant objects in the background should receive first attention. The colors should be applied lightly, and the tints properly blended. The colors required for the distant horizon are ultramarine blue, madder lake, purple, charcoal gray and black, red, and the umbers.

When the distant objects have received attention, proceed with the middle distance and continue to shade until the foreground is reached, where objects lie under a large angle and consequently must be distinctly seen. If the effect be too cold, it must be treated with reds or yellows; if too warm, reduced by gray or blue.

The deeper shadows should be relieved by a certain transparency obtained by half tints. In producing transparency in shadows, use black, gray, umbers, blues, and purple, overworked with the lighter colors.

The colors required in the middle distance, and in the foreground, are burnt and raw umber, sienna, ochre, indian and venetian reds, all the greens, black, lemon and medium yellows, vermilion, madder lake, and white.

Judgment in the study of colors for use in the various distances is required, from the remote bluish tints of mountains and distant forests, to the darker and fuller shades of the foreground.

FOLIAGE.

In producing the effect of heavy, dense foliage, the black, umber, or darker colors should first be applied; this need not be carefully done except as to distances and form. Over the darker colors, greens, yellows, and variegated tints incident to the atmosphere and light should be applied. The foliage should be made to appear against the sky as moving in the breeze and not stayed or "bound." The after colorings should be executed broadly and in a tone admitting of reflecting the higher lights. The trunks of trees and their branches should be well defined before coloring, which must be governed by their distance from the view, the character of the trees, the season of the year, or the aspect of the landscape.

WATER.

If water is shown in the composition, it should take its color from the sky and surrounding objects. See to it that the reflections are properly placed, and in finishing and blending the tones and reflections of the water, a soft cork or cloth will be found useful.

PORTRAITURE.

Sketch the outline of the picture correctly before proceeding to apply the colors. A medium hard lead pencil may be used, and the outline, especially of the features, should be lightly drawn, and all superfluous lead removed from the paper. Lay in the flesh tints as they appear in the model or study. There are different methods of handling flesh tints—the treatment of the subject will depend upon the effect desired.

To produce the effect of heavy oil painting, the flesh tints white, yellows, reds, and gray may be laid in, somewhat in the form of mosaic, and carefully blended with a soft cork and cloth or chamois, to unite, by imperceptible gradations, the lights and shades.

When the head is satisfactory as to form and color, and before the final touches of the light and shades are added, lay in the background, blending with the cloth as previously described. There is no arbitrary rule as to backgrounds, and the color and character of the same may be left to the judgment of the student. The head may be relieved with good effect, by either a dark or light background, but care should be taken that the background is in harmony with the flesh tints, and the colors used in the draperies and dress. To disengage the head, and produce the effect of space, the background nearest should be lower in tone (the colors should be reduced—not used in full strength) than the general color effect of the face.

Treatment of dress, draperies, and accessories should be more bold and forceful than the treatment used in the face, thus forming a contrast with the delicate drawing of the features.

To produce the light and more delicate effects of water color portraits: After sketching the outline, rub the flesh tints (white, yellow, and reds) on cloth, and then transfer the colors to the drawing by lightly rubbing with a circular motion. In this method of rubbing in the colors, care should be taken to prevent the finger nail or any other hard substance from coming in contact with the paper.

WATER COLOR EFFECTS.

In producing the effect of water colors, much depends on the character of the paper and the correct manipulation; delicate treatment and handling are necessary. All the colors used in the initial and intermediate stages of the work should be laid with a view to the acquisition of the transparency. Where it is necessary to produce an effect by successive or overlaid tints, always apply the lightest color first and work the darker tones over it. This is exactly opposite to the treatment required in producing oil effects where the dark colors are laid in first. Apply the colors lightly, allowing the paper to show thru the color, in clouds or other high lights.

Notes of New Books.

The appearance of a new and revised edition of the *Outlines of Universal History*, by Professor George Park Fisher, D. D., LL. D., of Yale university affords a fitting occasion to review once more this standard work. The intention of the author has been to impress upon the reader the unity of history, while not failing to draw within the outlines of the story many facts and events outside of the narrow themes of political, military, and civil life. The history is divided into three parts,—Ancient History to 375 A. D., Medieval History, 376 A. D. to 1453, and Modern History, 1454 till now. To the first part is assigned somewhat more than one fourth of the space; to the second part, slightly less than a fourth; and to third part, nearly one half. Such an apportionment must be entirely satisfactory to the historical teacher. The noteworthy features of this great work are the justice and the breadth of the treatment, the immense range of the facts that are included and correlated, and the adaptability of the text for class discussion. (American Book Co., 1904, pp. xvi + 689. Leather back. Many maps. No illustrations. Thoro index.)

In the *History of Philosophy* by Professor William Turner, S. T. D., there is presented from a single point of view the entire range of philosophic thought since the very dawn of history. The author is a master of languages and quotes with the utmost freedom from the ancient and modern tongues. The basis of his treatment is scholarship, that is, that which has been known and thought in the world. While there is system, there is very little bias in this account. The names of an immense number of different philosophers find places in these pages; and the accounts of the ideas of the greatest of them are adequate and clear. The style is logical and direct, and therefore eminently adapted to the making of a text-book. (Ginn & Co., 1903. pp. x + 674. Cloth. Numerous footnotes. Thoro index.)

How George Rogers Clark Won the Northwest, by Reuben Gold Thwaites, is a delightful story by a master of historical writing. The theme is one too frequently neglected in our American histories and well deserving of the emphasis thus laid upon it by a skillful narrator whose reliability is beyond question. (McClurg & Co., Chicago, 1903. pp. xx + 378. Illustrated. Good index.)

On the Storied Ohio, an Historical Pilgrimage of a Thousand Miles in a Skiff, From Redstone to Cairo, by Reuben Gold Thwaites, is a revised account, formerly published with the title "Afloat on the Ohio." This book should be read by every man who was born or who now lives anywhere in the Ohio valley, for its breathes the ardent affection of the native. The whole history of the wonderful river lives again in these brilliant pages. (McClurg & Co., Chicago, 1903. pp. xvii + 334. Illustrated. Full bibliography. Index.)

Seignobos' *History of the Roman People*, has been translated into good English by Dr. William Fairley. In its present form, it is a thoro and broad text-book, well fitted for use in American schools and colleges. The fascinating style of the original work, the characteristic *verve*, and the wealth of interesting and pertinent anecdote have all been well preserved. The great pageant of Roman history rolls steadily, inevitably, instructively before the imagination of the reader. (Henry Holt & Co., New York, 1902. pp. 528. Cloth. Illustrated. Good maps. Bibliography and notes. Index.)

An account of *Recent European History, 1789-1900*, by Professor George E. Fellows, Ph.D., LL.D., covers all that period of modern history which reflects the influences of the French Revolution. The idea of preparing for schools a work upon the nineteenth century and its prelude is an excellent one; and is here carried out admirably. The book is well written, upon competent information. The affairs of politics and of general culture have been properly emphasized and those of war properly subordinated. (Sanborn & Co., Boston, 1902. Cloth. 459 pp. Good index.)

Dr. Jessica Peixotto calls her book upon modern French republicanism, its phases, and its origins, *The French Revolution and Modern French Socialism*, (sub-title) *A Comparative Study of the Principles of the French Revolution and the Doctrines of Modern French Socialism*. This is a scientific study very carefully worked out. The various chapters deal with the cultural influences at work in France, the fundamental social facts, the principles that molded the French Revolution, the beginnings of French Socialism, and its modern principles. A final part provides a comparative account of the two doctrines, that of the Revolution and that of Socialism. The whole constitutes a broad view of the economic, social, and political tendencies in France during the past four generations. The book is well written, the style possesses an inherent interest, and the outcome is an enlightening knowledge of one of the greatest of European nations. (T. Y. Crowell & Co., New York. Cloth. pp. 409. Bibliographical and general indexes. Price, \$1.50.)

Dr. Spencer Trotter has written one of the first books in the new Macmillan's Commercial Series, which is edited by Dr. O. A. Herrick, of Philadelphia. This book is entitled *The Geography of Commerce, a Text-Book*. The theme of the work is twofold, the physical geography of the world, and the economic activities of its human inhabitants. The work is divided into three main parts, *The United States*, *The Rest of America*, and the *Eastern Hemisphere*. There is an abundance of detail to illustrate the author's main generalization. With an amplitude of maps and statistical diagrams and an adequacy of illustrations, this new subject for commercial courses in schools is admirably presented to the attention of progressive school managers. (Macmillan Co., New York, 1903. pp. 410. Cloth. Illustrated. Maps. Good index.)

The Art of Class Management and Discipline, by Dr. Joseph S. Taylor of New York is an admirable essay in a new field. Of its value to young teachers and to median teachers, I can speak confidently from experience. One such teacher, who, at my suggestion, a half year ago, read and studied this book, said that she had found it invaluable. Her improvement has been so marked that I can certify to the truth of her statement. Dr. Taylor does not believe in corporal punishment, or in any other kind of artificial control, but in expert knowledge of psychology and of pedagogy. A book of this high excellence deserves not only praise, but also use. It is a genuine contribution to the profession of teaching. (Kellogg & Co., New York.)

Napoleon the First, a Biography, by August Fournier, has been translated into English by Professors Corevin and Bissel, and edited by Professor Edward G. Bourne, of Yale. There is perhaps no better single volume account of the great Napoleon than this; and certainly none that is more interesting. (Henry Holt & Co., New York, 1903. Cloth. 836 pp. Very complete index. Notes. Full bibliography.) Paterson, N. J. WILLIAM E. CHANCELLOR.

The Whirligig, by Evelyn Raymond, illustrated by Ruth Collins.—The heroine of this story is called the whirligig because she is so apt to be blown about by her emotions. When she goes to live with an old aunt and uncle and is thrown on her own resources she develops a stronger and steadier character. In spite of her defect she is a natural, lovable girl and the readers will like her. (The Penn Publishing Company, Philadelphia. Price, \$1.25.)

Baby Elton, Quarter Back, by Leslie W. Quirk, is a football story, full of the atmosphere of college. Baby Elton enters a Western university and quickly becomes a leader. His boyish spirit and manliness enlist the sympathy of the reader at once who will follow his career with interest to the end. Aspiring youth who expect to go to college will be greatly benefited by following the career of this manly young fellow. The book is excellently illustrated. (The Century Company, New York. Price, \$1.25.)

The Days We Celebrate is a little volume of dialogs, recitations, entertainments, and other pieces for holidays, and special occasions by Marie Irish. The days provided for are New Year's day, Lincoln's Birthday, St. Valentine's day, Washington's Birthday, Easter, Arbor day, Decoration day, Flag day, Fourth of July, Labor day, Hallowe'en, Thanksgiving, and Christmas. (T. S. Denison, Chicago.)

Might Have Saved It.

A LOT OF TROUBLE FROM TOO MUCH STARCHY FOOD.

A little boy of eight years whose parents did not feed him on the right kind of food, was always nervous and suffered from a weak condition of the stomach and bowels. Finally he was taken down with appendicitis and after the operation the doctor, knowing that his intestinal digestion was very weak, put him on Grape Nuts twice a day.

He rapidly recovered and about two months thereafter, his father states, "He has grown to be strong, muscular, and sleeps soundly, weighs 62 pounds, and his whole system is in a fine condition of health." Name given by Postum Co., Battle Creek, Mich.

It is plain that if he had been put on Grape Nuts at an earlier period in his life, and kept from the use of foods that he could not digest, he never would have had appendicitis. That disease is caused by undigested food decaying in the stomach and bowels, causing irritation and making for the growth of all kinds of microbes, setting up a diseased condition which is the active cause of appendicitis, and this is more marked with people who do not properly digest white bread.

Grape Nuts is made of the selected parts of wheat and barley and by the peculiar processes of the cooking at the factory, all of the starch is turned into sugar ready for immediate digestion and the more perfect nourishment of all parts of the body, particularly the brain and nerve centers.

Read the little book, "The Road to Wellville," found in each package.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending January 21, 1905.

A wise man had a stone of unusual appearance. It rested on his writing desk and each day was carefully dusted. One morning this man began to figure out how much time was consumed in a year in keeping the stone free from dust. The result was that he opened the window and threw out the stone. How much stone dusting is done in the average school? Have you figured it out for your own work?

The trouble with the prevailing courses of elementary instruction is that they are accumulations rather than organisms. When a new study comes forward with reasonable claims the common procedure is to make room for it after a fashion, instead of re-examining the existing course and reorganizing it. How persistently old stone dusting is kept up in some localities I have almost daily impressed upon me when I watch a twelve-year-old girl diagramming by the hour, and whatever is worth doing is worth doing well—and economically. But what is worth doing? A teacher ought to be able to account in a sensible manner and on a basis of common sense for every item the children are required to learn or do. And then let him stop frittering away time with stone dusting.

If it is true that Supt. J. D. Eggleston has been nominated for the office of state superintendent of public instruction for Virginia, then let the children of the Old Dominion rejoice. He is one of the few who once having had his heart opened to the new gospel of education as preached by Colonel Parker, never lost his enthusiasm and his faith. The readers of THE SCHOOL JOURNAL perhaps know him best by the great work he did for Asheville, N. C., as superintendent of the schools of that delightful city, some twelve years ago. When he took up the work there the outlook was anything but promising. But being possessed of a strong courage, an inspired zeal for the cause, and a keen practical sense, he soon brought the schools of Asheville to the high standard of excellence which they still hold. He soon convinced his friends that he was destined to be a force for advanced educational endeavor in the South. This was publicly recognized also by his appointment as head of the bureau of statistics of the Southern Education Board. His experience in this position has doubtless put him in closer touch with the peculiar educational problems of the South than almost any other living person. This knowledge and sympathy, coupled with a well-trained mind and a varied experience, will stand him in good stead in the state superintendency of Virginia. He is just the man needed to head and direct the great educational revival that is beginning in the Old Dominion.

Dr. E. Lyell Earle has been invited by the republic of Guatemala to accept the position, for two years, of commissioner of education of the republic, to organize the school system of the country after the plan of the United States. The invitation comes thru Dr. Jotquin Yela, the consul-general of Guatemala in New York.

Dr. Earle was a tutor in the family of the late President Barrios, and then for several years his educational adviser. This gave him a familiarity with the countries of Central America that made

his articles in *The New England Magazine* attract wide attention. The articles were the first complete account of the educational conditions in those republics.

The year book of the University of Berlin, recently issued shows that its students outnumber those of any other institution of learning in the world. It gives instruction to 7,774 matriculated, and 1,330 non-matriculated students, 9,104 in all. Of this number 123 came from America.

How, between influenza, the dentist's chair, and the moving of the editorial department with its thousands of manuscript sheets to a lower floor, the present JOURNAL was constructed is hard to tell. But here it is filled with as many good things as usual. Next week's issue will be a Lincoln day number, and it will be edited by the originator of Lincoln day, Mr. Hubert M. Skinner, of Chicago, former state superintendent of Indiana.

A School Magazine.

A most attractive little booklet is *The School Magazine*, a monthly issued by the pupils in the elementary grades of the public schools in Watertown, Mass., of which Frank R. Page is superintendent. Every college has its regular periodical, frequently a daily paper, as the Harvard *Crimson*, and the *Princetonian*, and many high schools also have their publications, which however seldom go beyond the ambition of a weekly, but for the primary grades to edit a magazine is a unique proceeding, which if it is not altogether without parallel, is at least extremely rare.

This is number one of volume one, but if the future copies keep up to the standard set by the initial publication, the people of Watertown will be insensible to much merit on the part of their boys and girls if they allow *The School Magazine* to die for lack of support.

In the first place the periodical is clearly printed on good paper, and appears to be free from typographical errors, showing careful proof-reading. The pictures are brought out with great clearness, and the cover of a restful gray, is artistically lettered. Altogether, looking at the work of the Watertown children from the outside merely, they have issued a well appearing and creditable production.

As to the matter. At the head of the first page, above the names of circulation managers, appear the names of six editors, three boys and three girls. The opening editorial sets forth, in a becoming and dignified manner, the object of the magazine, and craves the indulgence of readers because of the editor's inexperience. A newspaper managed by mature men could well print an opening announcement couched in a similar tone. Two editorials follow upon subjects of school interest, signed by the initials of the young editors. Then come the contributed articles.

The contributions are from pupils in the first to those in the ninth grade, and are evidently compositions which were written as school exercises. They speak very well for the language instruction given by the Watertown teachers. Several written by the children in the ninth or graduating class show distinct literary ability, particularly one by a girl which has a precision of expression and a power of conveying a mental picture hardly to be expected from one still in the grammar school. A curious feature of these compositions is that without looking at the signature one can unmistakably

tell the sex of the writer, and this, not thru choice of subjects, but in the method of handling. It is doubtful if among mature and experienced authors the masculinity and femininity stand out as clearly as in the papers of these boys and girls.

There are two letters which had been received from abroad, one to a girl pupil from a friend in an English school, describing Westminster Abbey, and the other from some Japanese school children in Okayama. At the end are a number of notes concerning school happenings. In future numbers these might profitably be increased.

This *School Magazine* is an advantage all around. It is good for all the children that they have this opportunity to see in print the best things they write, for thoughts and expressions do seem to undergo such a change in the transition from script to the printed page. It is good for the young editors, giving their insight into practical affairs and the power of management. And not least it is good for the parents, bringing them into closer touch with the schools of their towns, and surprising them, as this number undoubtedly has, with what their children can do. Many schools might well imitate Watertown's example.

Teachers' Aids.

The supervisors of a certain city were conferring, and the subject of the aids that the teacher might employ came up. One remarked that in a school-room lately visited he was surprised at the numerous means the teacher had laid hold of. Another remarked that this teacher was one of the most original and successful in the city. Another remarked that there certainly was a mechanical side to elementary education.

Listening to remarks that come from those who were fresh from the field of battle (as it were) a visit was recalled made to a very remarkable teacher in a suburban town. The teacher himself was quite startling at first sight, being a short man with a large head covered with red hair that would not lie flat and was consequently cut short; every single hair stood out from his scalp as if he were thoroly frightened. His eyes were large and seemingly bold so that altogether one was, at first, rather overwhelmed by his peculiar appearance. And yet one could be in the room but a few minutes to be convinced that here was a remarkably accomplished teacher.

There were sixty seats and all were filled and there were some pupils obliged to occupy the settees. A glance at these showed that they were in a glad state of mind. Any person who visits schools much can tell in a few minutes whether the pupils love school work and respect their teacher. They act as tho they had a good thing and were anxious you should be with them and enjoy it. It was so in this case.

The particular things remembered after the lapse of a number of years are the collection of pedagogical books in a small case over the settee to which I was shown. I confess to a surprise that there were books there I was not familiar with. Then there were maps, charts, and apparatus (mostly home made), drawings of houses and trees in the vicinity with names beneath (as Mr. Brown's barn), plots of the country; water-color sketches of flowers, &c., &c. In fact the wall was covered. Besides there were scrap books of pupils' work.

The lesson being ended I had a few moments conversation with the teacher and found him quite unlike in mental character what seemed to be declared by stature, eyes, hair, and general appearance. The conversation turned on the display of materials to aid education. "I make the very at-

mosphere teach," were words used; and this was plainly true.

What led to this visit that remains so distinct was the receipt of two letters. The subscribers to an educational paper do not feel they have ideas to impart. It is not a good sign if such is the case. Where a boy comes to the recitation and has nothing to say he has misused his time. The letters referred to showed an active mind; one interested in the work he was doing. He wrote of plans and means he had used to attain success. He had found there were aids to education besides his words and the words of a book.

Seed Distribution in Cleveland.

An illustration is here given of the printed matter on the order envelope sent by the Home Gardening Association of Cleveland to principals of schools that desire them. The envelopes are then distributed to the pupils thru their respective teachers, and the children, after discussing the matter at home, order next day, the quantity and variety of seeds they want, if they desire any at all, giving their money to the teacher.

The association has supplied 590,000 packets of seeds during the past five years to the children of the Cleveland public schools, and it is now prepared to extend its operations. The orders must be in Cleveland by the middle of February, and they will be filled in the order in which they are received. The price for the order envelope is \$1.75 per one thousand.

Simple directions for sowing the seeds will be found with each packet.

The Home Gardening Association.

SEEDS FOR 1905.

Price One Cent a Packet.

Mark opposite the variety the number of packets wanted.
Separate Colors Cannot be Ordered.

Aster, mixed, White, Rose and Lilac, 15 inches high.	Morning Glory, a climber, Mixed Colors, 12 ft. high.
Bachelor's Button or Cornflower, Blue, Pink and White, 2 ft. high.	Nasturtium, a climber, Yellow, Orange and Red, 6 ft. high.
Balsam or Lady Slipper, Mixed Colors, 18 inches high.	Poppies, mixed (annual) Scarlet, Pink and White, 3 ft. high.
Calliopis or Coreopsis, mixed, Yellow and Brown, 2 ft. high.	Phlox, mixed (annual), Scarlet, Pink and White, 1 ft. high.
Four-O'clock, Yellow, White and Crimson, 3 ft. high.	Sweet Peas mixed, A Climber, 5 ft. high.
Marigold, Yellow and Orange, 18 inches high.	Gladiolus Bulbs, 3 ft. high, Red, Yellow and Pink, ONE CENT EACH

VEGETABLE SEEDS.

Beets, 9 inches high, Plant about April 25th.	Onions, 1 ft. high, Plant about April 15th.
Beans, bush, 1 ft. high, Plant about April 15th.	Radish, 4 inches high, Plant about April 15th.
Lettuce, 6 inches high, Plant about April 15th.	Sweet Corn, 6 ft. high, Plant about May 15th.

Return this envelope to the teacher, with your money Do not put money in this envelope.

No. of packets..... Amountcents.

Write your name here.....

Address

School..... Grade..... No. of Room.....

Your seeds will be delivered to you about April 15th. Prepare your garden early in April. Select the sunniest part of your yard, but avoid a location where the drippings from the roof will fall on your garden. Dig deep—a full foot. Break up the lumps. Soil with well-rotted manure dug in will give better results than poor soil.

Vegetables require rich soil.
All the varieties of flowers will thrive in window boxes, if planted in rich soil and watered every day. Boxes should be placed in a sunny location.

The GLADIOLUS BULBS should be planted about May 1st, right side up, six inches deep and six inches apart. Will bloom in August. The bulbs should be taken in doors early in November and placed where they will not freeze during the winter. They can be planted again the following May.

SWEET PEAS are not recommended for large cities.

American Book Company's Calendar.

The calendar of the American Book Company for 1905 is a neat, compact souvenir, serviceable on any desk, but particularly on the desk of the educator. On the back of several of the monthly sheets are the educational statistics of the states and leading cities of the Union for the past year. These will be found particularly valuable when one in a hurry wishes to find a name or make a quotation of figures. Pictures of these tables are here given.

The month of July has on its reverse side brief statistics of the states and territories, giving the capitals, largest cities, date of ratification of the constitution of the United States or admission into the Union, the number of square miles, and the population at the respective federal census of 1890 and 1900. These tables include Porto Rico, the Philippine islands, Tutuila, Guam, and Wake island. The totals foot up 3,806,279 square miles, and a population of 84,907,156.

June has the names of all the independent countries of the world, their population, rulers, the titles of these rulers, the names of their capitals, with the number the inhabitants these capitals contain.

There is also a list of the high executive and judicial officers of the United States government, the representation of each state in Congress, and a list

of the growth of the territory of the republic. A very concise summary of the important events of the last year is given, with a complete catalog of the legal holidays in each one of the states.

The rest of the space is taken up with astronomical facts, giving the date of eclipses, etc. Easter this year will not occur until April 23, within two days as late as it can ever be celebrated. This will give opportunity for fine weather in most parts of the country.

The calendar proper has the daily rising and setting of the sun in the latitude of New York, and a full list of legal holidays, church festivals, Jewish feasts, etc.

The appearance of the calendar is extremely pleasing, being conceived and executed in a tasteful manner. Besides its utility it will ornament a desk.

"I've Gotto Go to School."

By JOHN L. SHROY, Philadelphia.

Where is the good ol' summer time that I've so lately known?

It's gone 'way back an' settled down an' left me sad an' lone.

Where is the kite I used to fly? Go ask the high pole wires.

Where is the little yacht I made? Broke up for makin' fires.

Where are the nice long tramps I took? And where's the swimmin' pool?

Them things is gone for mother says, I've gotto go to school.

Good-by to forts that I have dug, to places where I've played.

Good-by to trees that I have clum, to friends that I have made.

Good-by to rollin' on the grass, a-hummin' good ol' tunes.

Good-by to doin' as I pleased in long ol' afternoons.

Las' night I heard my father say, "It seems a kind of shame,

To stop that boy from runnin' wild, and settle down so tame.

Let's keep him home a week or so until it gets more cool."

But mother shook her head and so, I've gotto go to school.

Good-by to sayin' "aint" an' "got," an' "me" instead of "I."

Goodby to every thing but set an' be as good as pie.

I'll bet I'll be the very first to break some kind of rule.

No use to kick when mother says, I've gotto go to school.

The Supreme Court of the United States on January 16 affirmed the constitutionality of the Iowa law prohibiting the sale of cigarettes. The court decided, following its recent decision in a case coming from Tennessee, that altho the cigarettes were shipped into Iowa in alleged "original packages," their seizure was not an interference with inter-state commerce. The chief justice, and Mr. Justices Brewer and Peckham dissented.

Educational Statistics of States and Leading Cities—1903-1904

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
ALABAMA	Isaac W. Hill	1,828,697	1,513,017	180,000	5,050	\$1,164,073
Mobile	S. S. Murphy	38,469	31,076	3,565	96	66,221
Birmingham	J. H. Phillips	38,415	26,178	4,573	121	106,228
Montgomery	Chas. L. Floyd	30,346	21,883	3,481	100	51,730
ARIZONA	N. G. Layton	122,931	59,620	13,138	519	555,500
Tucson	Francis M. Walker	7,531	5,150	993	28	24,363
Phoenix	J. C. Cole	5,544	3,152	1,174	29	27,826
ARKANSAS	John H. Hinemon	1,311,564	1,128,179	212,131	7,460	1,658,276
Little Rock	J. R. Rightsell	38,307	25,874	3,974	100	73,140
Fort Smith	B. W. Torreyson	11,587	11,311	2,130	60	47,865
Pine Bluff	Junius Jordan	11,496	6,052	2,512	48	39,678
Hot Springs	Geo. B. Cook	9,973	8,086	1,902	42	36,000
CALIFORNIA	Thomas J. Kirk	1,485,053	1,208,130	222,182	8,652	9,401,464
San Francisco	W. H. Langdon	342,782	298,997	37,797	1,094	1,393,017
Los Angeles	Jas. A. Foshay	102,479	50,395	22,023	710	699,951
Oakland	J. W. McElmonds	66,960	48,682	9,454	279	364,296
Sacramento	O. W. Erlewine	29,282	26,386	4,490	154	177,829
San Jose	George S. Wells	21,500	18,060	3,360	117	128,786
San Diego	W. S. Small	17,700	16,159	2,453	87	90,334
Stockton	Jas. A. Barr	17,506	14,424	2,928	73	89,885
COLORADO	Miss K. L. Craig	539,700	412,198	82,696	3,947	3,209,067
Denver	L. C. Greenlee	133,859	106,713	23,805	705	818,000
Pueblo	(i)	28,157	24,538	5,311	213	333,820
Colorado Springs	John Dietrich	21,085	11,140	3,981	130	213,108
Leadville	Fred. P. Austin	12,455	10,384	1,813	46	55,397
CONNECTICUT	C. D. Hine (Sec.)	908,420	746,258	119,231	4,443	3,526,614
New Haven	F. H. Beede	108,027	81,298	16,000	485	403,747
Hartford	Thomas S. Weaver	79,850	53,230	10,455	333	377,754
Bridgeport	Chas. W. Deane	70,996	48,866	9,619	262	206,669
Waterbury	B. W. Tinker	45,859	28,646	7,316	186	289,661
New Britain	G. A. Stuart	25,998	16,519	4,448	128	108,593
Meriden	A. B. Mather	24,296	21,652	3,546	109	90,048
DELAWARE	P. B. Norman (Sec.)	184,735	168,493	16,684	620	458,112
Wilmington	Geo. W. Twitmyer	76,508	61,431	10,949	283	224,835
Dover	Alex. Crawford	3,329	3,061	405	12	15,134
DIS. OF COLUMBIA	A. T. Stuart	278,718	230,392	39,300	1,425	1,579,545
FLORIDA	Wm. M. Holloway	528,542	391,422	83,619	2,990	938,855
Jacksonville	Frank Elzey	28,429	17,201	4,205	119	80,770
Pensacola	N. B. Cook	17,747	11,750	2,685	54	25,300
Key West	J. V. Harris	17,114	16,080	1,883	27	15,147
Tampa	B. C. Graham	15,839	5,532	1,800	50	35,381
Tallahassee	C. W. Bannerman	2,981	2,934	700	17	7,344
GEORGIA	W. B. Merritt	2,216,331	1,837,353	310,400	10,342	2,240,147
Atlanta	W. F. Slaton	89,872	65,533	11,969	261	234,211
Savannah	Otis Ashmore	54,244	43,189	7,167	198	126,158
Augusta	Lawton B. Evans	39,441	33,300	5,500	112	80,000
Macon	C. B. Chapman	23,272	22,746	4,800	124	51,700
Columbus	Carleton B. Gibson	17,614	17,303	2,875	77	100,000
IDAHO	Miss May L. Scott	161,772	84,385	37,750	1,432	1,009,825
Boise	J. E. Williamson	5,957	2,311	1,752	53	85,565
ILLINOIS	Alfred Baylies	4,821,550	3,826,351	821,626	27,471	22,264,697
Chicago	Edwin G. Cooley	1,698,575	1,099,850	233,103	5,580	9,399,777
Peoria	N. C. Dougherty	56,100	41,024	8,217	288	416,398
Quincy	D. B. Rawlins	36,252	31,494	4,951	116	121,000
Springfield	J. H. Collins	34,159	24,963	4,904	151	182,861
Rockford	P. R. Walker	31,051	23,584	5,224	154	105,186
East St. Louis	John E. Miller	29,655	15,169	4,530	153	202,801
Joliet	John J. Allison	29,353	23,264	4,277	126	193,784
Aurora	(a)	24,147	19,688	3,586	97	99,000
Bloomington	J. K. Stableton	23,286	20,484	3,692	108	171,569
Elgin	M. A. Whitney	22,433	17,823	3,426	114	130,189
Decatur	E. A. Gastman	20,754	16,841	3,463	93	129,269
INDIANA	Fassett A. Cotton	2,516,462	2,192,404	417,017	16,041	9,901,645
Indianapolis	Calvin N. Kendall	169,164	105,436	23,292	798	773,141
Evansville	Frank W. Cooley	59,007	40,706	7,005	261	228,985
Fort Wayne	Justin N. Studz	45,115	35,393	4,659	168	221,908
Terre Haute	Wm. H. Wiley	36,673	30,217	5,611	212	190,571

(i) J. S. McClung, J. F. Keating.

(a) A. V. Greenman, C. M. Bardwell.

The Educational Outlook.

Mayor Patrick A. Collins, of Boston, has presented a petition to the senate of Massachusetts, requesting that body to pass the bill pending before it for extending the powers of the city of Boston in relation to meeting the expenses of carrying out the work of the school-house commissioners, and for the purpose of acquiring land for the additional school-houses, and for constructing and equipping the same.

Mrs. W. C. H. Keough, of the Chicago board of education, is making a campaign against pernicious literature, especially its display in school supply stores and other stores where children must go for necessary purchases. Her investigations at the Bridewell and at the county jail, where she held numerous conversations with young men and boys old enough to reason, shows that a large number of them thought that they were brought to crime by means of bad reading. Such reading, largely indulged in, at any rate blunts the child's mind to the attractiveness of better literature.

The question of shortening the school day for the pupils in the two lowest primary grades, which is now before the New York board of education, and which has within the last few years been much discussed in other cities, has caused a large demand for the reports of Superintendent Boynton of Ithaca, N. Y. In that town the plan of having these little students attend for an hour and a half in the morning, and an hour and a half in the afternoon, has been in practice for four years. The children come in groups, and thus small classes only have to be handled by the teachers.

The Dodge lectureship at Yale university, founded by Mr. Wm. Earl Dodge, of New York, in 1900, will be filled for the year 1906 by the Hon. William H. Taft, secretary of war.

About the thirtieth of this month will be published at San Juan the first number of *The Porto Rico School Record*, which will be devoted to the educational interests of our island in the Caribbean. It will appear in both English and Spanish, and will be a sixteen-page magazine.

The School Record will be the only periodical reaching the fifteen hundred teachers in Porto Rico, and it is therefore bound to exercise a peculiarly marked influence upon the development of the schools. It will endeavor to keep all the factors in the Porto Rican school system in close touch with each other, and to bring to the knowledge of the teachers the latest advance of pedagogical science, and the general news of the entire educational world.

At the annual meeting of the college gymnasium directors, held on December 30, at the New York Athletic club, Dr. W. G. Anderson, of Yale university, told how he had introduced certain forms of stage dancing into the Yale gymnasium work as an optional course. The physiological advantages of dancing are very pronounced in Dr. Anderson's opinion, and it is also important in that it makes the taking of exercise more pleasurable. The Irish lilt is one of the dances the doctor has taught at Yale.

Hon. Ezra Rust of New York has subscribed ten thousand dollars to the fund for the erection of the proposed alumni memorial building on the campus of the University of Michigan. It is now thought that the project to erect the building will be successful. Mr. Rust is a graduate of the university.

The W. H. Nichols medal of the American Chemical society has been awarded to Prof. Chas. L. Parsons, of New Hamp-

shire Agricultural college, for his paper on "The Atomic Weight of Beryllium." This medal has been awarded but once before, and is the only medal given in America for original chemical research.

It was announced in the chapel of Tufts college on Jan. 9, that Mr. Andrew Carnegie had given \$100,000 to the college. The gift is understood to be without conditions.

The board of education of Chicago decided at its mid-December meeting to maintain at the Thomas Hoyne school, from January 3 to April 1, a school for apprentices.

It has been proposed in the Kansas legislature to enact a law providing the ten thousand school-houses in the state with green shades and lace curtains. Teachers are advocating this in the interest of the health and eyesight of the children.

Twenty years ago, J. C. Burnett, an old Indian fighter, at his own expense, provided a school-house near Lawrence, Kan., with lace curtains.

The inaugural ball at the George Junior Republic at Freeville, N. Y., held to celebrate the inauguration of the new administration of the republic for the coming year, was rendered memorable

by the dedication of a school-house. This school-house is the gift of Miss Emily H. Bowne, of New York, and cost \$6,000. Miss Bowne became interested in the republic thru hearing a lecture of Mr. George, its founder.

The school-house is in the colonial style, two stories high, of brick with yellow stucco finish, and has a green slate roof. The inaugural ball was held in its large auditorium.

It is reported that the suggestion of the German emperor to Ambassador Tower at his imperial majesty's New Year's reception, that American and German universities ought to exchange professors, has been acted upon by Harvard university and the University of Berlin. According to this report, the head of each university will select such visiting lecturers as he desires from a list submitted to him by the other institution.

Ralph C. Roberts, of Keokuk, Iowa, captain of the University of Illinois football team, was instantly killed, and a dozen students of the same university were badly injured in a railroad wreck on Jan. 9, at Rising, Ill. The wreck was caused by a dining car's jumping the track. The students were returning to their studies after the Christmas vacation.

Educational Statistics of States and Leading Cities—1903-1904
(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
INDIANA—Con'd:						
South Bend.....	Calvin Moon.....	35,999	21,819	4,499	157	\$200,339
Muncie.....	Geo. L. Roberts.....	20,042	11,345	3,000	107	63,203
New Albany.....	C. A. Prosser.....	20,028	21,059	3,300	76	108,545
Anderson.....	J. W. Carr.....	20,178	16,741	3,215	94	113,592
Richmond.....	T. A. Mott.....	18,226	16,608	2,450	86	62,451
INDIAN TERR.						
John D. Benedict.....		392,060	180,182	31,000	850	564,104
IOWA						
John F. Riggs.....		2,231,853	1,911,896	358,438	29,287	10,284,989
Des Moines.....	F. T. Oldt.....	62,139	30,003	9,195	354	340,819
Dubuque.....	J. W. Carr.....	36,297	38,311	3,855	140	111,012
Davenport.....	J. B. Young.....	35,254	26,872	5,658	190	225,668
Sioux City.....	W. M. Stevens.....	33,111	37,806	5,601	182	174,100
Council Bluffs.....	W. N. Clifford.....	25,802	21,474	4,259	143	137,000
Cedar Rapids.....	J. J. McConnell.....	25,056	18,020	4,569	164	131,725
Burlington.....	Francis M. Fultz.....	23,201	22,505	3,512	116	124,790
Clinton.....	O. P. Bostwick.....	22,698	13,049	2,623	102	78,081
KANSAS						
I. L. Dayhoff.....		1,470,495	1,427,096	258,197	12,341	5,156,776
Kansas City.....	M. E. Pearson.....	51,418	38,316	7,271	107	212,832
Topeka.....	L. D. Whittemore.....	33,668	31,007	5,560	174	340,624
Wichita.....	R. F. Knight.....	24,671	23,853	4,468	117	93,661
Leavenworth.....	Geo. W. Kendrick.....	20,735	19,768	2,571	63	77,188
Atchison.....	Nathan T. Veatch.....	15,722	13,063	1,673	43	42,077
KENTUCKY						
Jas. H. Fuqua.....		2,147,174	1,858,635	351,538	9,470	3,129,035
Louisville.....	E. H. Mark.....	204,731	161,129	27,093	619	615,841
Covington.....	C. M. Merry.....	42,938	37,371	3,000	128	151,933
Newport.....	John Burke.....	28,301	24,918	3,526	84	68,500
Lexington.....	M. A. Cassidy.....	26,369	21,567	3,017	106	102,619
Frankfort.....	H. C. McKee.....	9,487	7,892	1,031	27	23,670
LOUISIANA						
Jas. B. Aswell.....		1,381,625	1,118,587	155,794	4,818	7,551,232
New Orleans.....	Warren Easton.....	287,104	242,039	24,931	821	579,732
Shreveport.....	C. E. Byrd.....	16,013	11,979	1,494	38	38,000
Baton Rouge.....	T. H. Harris.....	11,260	10,478	1,044	23	16,000
MAINE						
W. W. Stetson.....		694,466	661,086	98,303	6,700	2,080,109
Portland.....	O. M. Lord.....	59,148	36,425	6,737	244	188,000
Lewiston.....	I. C. Phillips.....	23,761	21,701	2,149	103	53,892
Bangor.....	Charles E. Tilton.....	21,850	19,103	3,030	116	73,442
Biddeford.....	Royal E. Gould.....	16,145	14,443	1,277	50	32,030
Augusta.....	M. P. Dutton.....	11,683	10,527	1,322	54	46,055
MARYLAND						
M. Bates Stephens.....		1,188,044	1,042,390	130,000	4,800	2,932,662
Baltimore.....	Jas. H. Van Sickle.....	508,957	434,439	55,353	1,689	1,390,483
MASSACHUSETTS						
G. H. Martin (Sec.).....		2,805,346	2,238,943	391,771	14,741	16,436,668
Boston.....	George H. Conley.....	560,892	448,477	87,800	2,264	4,926,734
Worcester.....	Homer P. Lewis.....	118,421	84,655	17,485	578	597,820
Fall River.....	William C. Bates.....	104,863	74,398	13,063	493	358,321
Lowell.....	Arthur K. Whitcomb.....	94,969	77,696	10,401	300	371,901
Cambridge.....	Francis Cogswell.....	91,886	70,028	13,250	488	540,334
Lynn.....	Frank J. Peaslee.....	68,513	55,727	9,322	307	251,897
Lawrence.....	Bernard M. Sheridan.....	62,559	44,654	7,000	250	215,422
New Bedford.....	Wm. E. Hatch.....	62,442	40,733	7,968	239	270,563
Springfield.....	Wilbur F. Gordy.....	62,059	44,179	9,341	335	359,317
Somerville.....	G. A. Southworth.....	61,643	40,152	10,056	306	304,945
Holyoke.....	Louis P. Nash.....	45,712	35,937	5,099	186	169,032
Brockton.....	B. B. Russell.....	40,063	27,294	6,805	107	160,417
Haverhill.....	S. H. Holmes.....	37,175	27,412	4,980	194	132,671
Salem.....	John W. Perkins.....	35,956	30,801	4,008	140	130,094
Chelsea.....	B. C. Gregory.....	34,072	27,009	3,222	157	126,879
Malden.....	Henry D. Hervey.....	33,664	23,031	5,587	179	158,050
Newton.....	Frank E. Spaulding.....	33,587	24,379	5,295	218	238,346
Fitchburg.....	Joseph G. Edgerly.....	31,531	22,037	3,892	121	121,514
Taunton.....	C. F. Boyden.....	31,036	25,448	4,134	145	117,087
Gloucester.....	Freeman Putney.....	26,121	24,651	4,022	127	90,500
MICHIGAN						
Patrick H. Kelley.....		2,420,982	2,093,899	401,182	16,664	8,871,295
Detroit.....	W. C. Martindale.....	285,704	205,876	32,538	1,048	1,298,031
Grand Rapids.....	W. H. Elson.....	87,505	60,278	12,713	420	428,944
Saginaw.....	(a).....	42,345	46,322	6,721	227	191,166
Bay City.....	John A. Stewart.....	27,628	27,839	3,584	126	105,448

(a) W. O. Riddell, R. J. Hartung

(a) E. C. Warriner, Phil. Huber.

Dr. Draper, superintendent of public instruction of the state of New York, has declared that the school election held at Oyster Bay, L. I., on August 2 last, was illegal. No previous notice of the intention to increase the school board from five to seven members was given, and for that omission and various other irregularities the election is declared void.

The decision of the state superintendent will put the former members of the board back in their seats until a new election can be legally held.

Partridge's life-size bronze bust of the late William C. Schermerhorn, and a bust of Frederick C. Havemeyer were dedicated on Jan. 9, at Columbia university. On the same day the university also dedicated a marble fountain presented by E. A. Darling, former superintendent of buildings and grounds, in memory of his wife.

An Extra Curriculum.

In the register of Cornell university for this academic year there is a list of the addresses delivered to the students at Ithaca by non-resident lecturers. The list is an interesting one and shows the widely extended nature of the subjects that appeal to the modern educational institution. Prof. Eduard Meyer, of Berlin, discussed philosophically "The Emergence of the Individual in History," while Dr. Hart, of Washington, took from nature the text "Protective Coloration in Animals." The Hon. Alton B. Parker, chief-justice of the Court of Appeals of the Commonwealth, from his wealth of legal learning informed the students, both legal and non-legal, concerning "The Birth of the Law," and Professor Schmidt carried the mind still further than the oldest Teutonic custom on which the Common Law rests, in a recital of the Code of Hammurabi, the oldest law book in the world.

The Swami Abhedananan I informed the students about the Vedanta philosophy and religion, and then, with a jump to present day conditions, Julius Chambers, of New York, related his experience of the newspaper as a commercial enterprise and journalism as a field for literary ambition.

Not the least interesting, in view of current events, were the lectures of Hon. J. Sloat Fassett, the well-known New York politician, on "The Situation in the Far East," and of Dr. Yamei Kin on "The Mental Environment of the Chinese." Dr. Kin knows whereof he speaks, and so does Mr. Fassett, as the latter, on account of his mines in Corea, where he spends half his time, is one of the foremost Americans engaged in business in the Orient, and understands the political conditions at Seoul and Peking as well as he does the conditions at Albany.

Not the least of the advantages obtained by a young man at a great university is this pouring out of the world's knowledge by those actively engaged in molding the world's life and thought.

Education in the South.

Prof. E. Hershey Smith, of Yale university, has returned to New Haven from a trip thru all the Southern states from Maryland to Texas, brimming over with enthusiasm for that section of the Union. Professor Smith made this extended trip in order to get in touch with Yale graduates and Yale alumni associations, to present the merit of the Yale summer school and in general to forward the interests of his university. Whether Yale conquered the South cannot yet be known, but it is evident that the South captured the Yale professor, and still holds him in strong strings of affection.

Professor Smith, in an interview with the *New Haven Register*, after warmly commending the hospitality and high character of the Southern people, spoke most enthusiastically over what they had accomplished for public education. The

progress of the South in this respect was amazing. It was still more remarkable when it was recalled that the Southern states really had no system of public schools until some years after the civil war. Then, with much of her property destroyed, and her rich men reduced to poverty, the South began to build up a public school system which in every state is now worthy of high commendation.

As to the race problem, Professor Smith said that the South had solved it as far as the public schools were concerned, by having two separate school systems. And he interrupted himself with, "And let me say right here that when people talk about the South's hatred for the negro, they might well visit the South and see how much ground there is for such talk. They are really as generous in their disbursement of funds for the education of the negro as they are for the education of the whites. I saw no 'class hatred,' but, on the other hand, splendid evidence of generosity to the negro and much practical philanthropy."

Prof. Smith said that this double system of public schools had been a great financial burden on the South, and that the burden had been further increased by the insistence upon the segregation of the sexes. In nearly all the Southern cities visited there were separate high schools for the boys and for the girls. Notwithstanding this great cost, the speaker said that the South had a great school organization, and in many quarters very efficient instruction.

Moreover, the Southern states are dealing vigorously with the education of the illiterate whites, and the last two decades have witnessed their reduction by ten per cent. "It is positively inspiring," concluded the Yale professor, "to witness the spirit of loyalty in the South to high ideals."

Practical Agriculture at Cornell.

Cornell university has again begun a period of work than which nothing in the great institution is more likely to accomplish successful results—the short winter courses in agriculture. It is not true of all country boys that they long to move to the city; it is doubtful if it is really true of the majority of them, but often they do so move, or they remain discontented on the farm, because the farm does not seem to be paying and they hate to waste their time, or if the farm is paying it does not seem to be giving the returns which the energy expended upon it demands.

Now even the farmer boy knows that "Our fate is not in our stars but in ourselves," that if he only had the requisite knowledge he could make the acres produce quite another result on the balance books at the end of the year. But how can he get that knowledge? Well, there is the successful neighbor—he can be studied; there are the agricultural papers and there are the farmers' institutes. All of these are good ways to learn. Reading and observation can make a canny farmer as well as a wise man in any other occupation, but it will be a wearisome task. It will be hard to arrange reading and observation systematically and still harder to pursue it regularly in solitariness, and, above all, be the lad as diligent and undespairs as possible, it will take time, and time is valuable as well on the farm as in the office building.

So Cornell offers to those interested in agricultural pursuits short winter courses at Ithaca, extending from January 5 to March 21, in general agriculture and in dairying and poultry husbandry. The courses are severely practical, and consist of lectures by the regular faculty of the school of agriculture and by distinguished non-resident lecturers, and of the actual work in the various agricultural operations which can be carried on at this time of the year. The lectures

are not dry or technical, but are planned to be like a prolonged farmers' institute meeting, and the practical work is carried on under the best conditions for the learner. The school has a large farm well stocked with animals and utensils, and the dairy building has recently been erected by an appropriation of fifty thousand dollars from the state legislature. The poultry side of the work is likewise equipped in an elaborate and satisfactory manner.

Education is frequently attacked as theoretical. It is well that it should in some of its aspects be removed from what some people alone consider as practical. But in the case of these young agriculturalists the aim should be to give them a return in dollars and cents. That aim these short winter courses accomplish. Other things they can get in other departments of the university, here the sole idea is to send them back to their farms able to make the soil yield a greater revenue. And the winter courses do just that.

No preliminary examination is demanded, altho a certificate is given to those who complete the work in a satisfactory manner. A young man can live nicely at Ithaca during this period for seventy-five dollars. It is hoped more young men than ever from the rural districts will avail themselves of this opportunity, and if some young men of the cities, who would like to try a country life, but feel doubtful as to their ability, would go to Ithaca they would be cordially welcomed, and would learn in these few weeks what it would be impossible to compress into less than several years at least by other means. Their taste for country pursuits would be strengthened, and of their own value on the farm thereafter the city young men could feel assured.

Schurman on Monopolies.

The first of a series of eight popular lectures on education to be given on Wednesday evenings at Cooper Union, was delivered Jan. 4, by Pres. Jacob G. Schurman of Cornell university. President Schurman spoke on "Individuality," and said in part:

In this generation, to quote a poet of the past generation, things ride men. And the things to-day are of titanic power. When one beholds them, he is moved to ask: What doth it profit us if America gains the whole world and Americans lose their souls?

The high organization of modern society tends to suppress the individual. Take the industrial field. A generation ago all over this country men of small means were conducting establishments of their own. Now it is all changed. Huge corporations own the business, the individual is only a hand, a part of the machine. The individual is crushed out; the thing is riding the man.

Most of us recognize it; most of us have remedies. There's the Socialist, with his remedy. I myself cannot believe in Socialism as a system. If you of New York want municipal ownership of your water supply, for example, just as many smaller cities have, that is all right. There is nothing against public ownership of a thing which is in itself a natural monopoly, like water.

But when it comes to universal government ownership, that's another thing. I've no faith in it. It would all be in the control of the politicians, and we know what politicians are. Things might be more evenly distributed, but there would be less to distribute.

The problem is a colossal one, but is it not a fact that most of these great combinations owe their existence to some favor, often a government favor, more often perhaps a railway favor? The power of the railway is enormous. It can make and unmake corporations, communities, even governments. We have had to remake our fundamen-

economic laws for it. Now, the initial cost of any article equals not the profit on the capital invested plus the cost of labor, but the price of transportation must be added. The trusts of to-day are built in no small measure by railroad favors.

Now, if we believe this, our point of attack must be the railroads. I believe

that Theodore Roosevelt was right when he said in his message to Congress that one of the most important duties of the new Department of Commerce would be the regulation of railroad rates. If rates are ever so regulated, if discrimination is stopped by law, the agency that helped to make the trusts monopolistic will be in our hands.

I don't believe that the moment is here for a movement against the great industrial trusts. Here's one great trust evil for us to fight at once. Let's settle that before we proceed to the others.

The old system of competition is still the best system, but let it be fair competition, as it will be when railway favoritism is removed.

In and Around New York City.

According to the figures made public by the tax department on Jan. 10 the real estate valuation in New York city will be increased for 1905 by \$176,500,000. Upon this valuation the mandatory three-mill contribution for education in 1906 will be calculated. The increased valuation above noted will give to the board of education next year \$529,500 over the amount the law prescribed that it should receive this year. This will by no means satisfy the increased demand which the board will have to meet next year, after having retrenched in all possible directions for two years.

The work in the fifty or so public schools that are equipped with manual training workshops has begun to take a new direction of late. By authorization of the board of superintendents the boys have been put to making a large variety of simple instruments and furnishings which can be used by the schools themselves.

Dr. Haney, director of manual training in Manhattan and the Bronx, says that the boys can make many of the scientific instruments used in the study of sound, light, mechanics, mathematics, and nature study. In addition to such apparatus they can make crayon boxes, blackboard rulers, bulletin boards, supports for drawing models, blackboard protectors, boxes, cases, racks, stools, and other articles of school furnishing. It is said that the machine shops of the manual training high schools are to be utilized in doing a part of the vast amount of printing required by the department of education. In Dr. Haney's opinion, within a few years the saving of money by having all this work done in the schools will be considerable. He is making an investigation in order to ascertain the saving up to date. It is probably even now several hundred dollars.

A course for the study of rhythm and of dancing in the school is being organized at Teachers college. It will include a study of simple movements and activities of little children, of the rhythmical development of such activities in plays, rounds, and dances, and of the simple folk dances and folk music, with a study of the technique developed for them. The class will meet on Tuesdays, the first session having been held on Jan. 10. There will be eighteen sessions, all under the direction of Miss Caroline Crawford.

Comptroller Grout reports that the retirement fund has increased during the year 1904 by \$44,273. This would seem to indicate that the stringency of the rules in regard to absences exacted by the board of superintendents could easily be relaxed.

The building department has received the plans for two additional school buildings which will be erected under the Williamsburg bridge between Goerck and East streets, east of the row of six schools now being built. The new buildings will be of brick, one story high, one with dimensions of 200 feet by 30 feet, the other of 167 feet by 96 feet. Their cost respectively will be \$14,000 and \$25,000, and they will be called Temporary Schools, No. 7 and 8.

The art classes of the Girls' Technical high school, Dr. William McAndrew,

principal, are holding their regular recitations in the art gallery of the Salmagundi club, 14 West Twelfth street. The artists, whose paintings are on exhibition in the gallery, extended to them the invitation to do so.

School No. 66, in the Brownsville section of Brooklyn, will be opened, by the direction of the board of superintendents, as a school exclusively for pupils under the seventh grade.

The alumni of the New York Training School for Teachers will give a banquet on Jan. 28, in honor of Dr. Edward N. Jones, the new principal of the school. The banquet will be held at the Hotel Astor.

School No. 69, on West Forty-sixth street, is being considered by the special committee of the board of education as the home for the proposed educational museum. This school is so located that

there is no demand for its use for school purposes by the surrounding district, and the plan of transferring pupils to it from the east side schools has been abandoned.

At the examination for license No. 1, during the first week in January, over 600 candidates appeared.

It is rumored that the economy committee, as a measure of economy, favors the dropping of higher arithmetic, commercial law, history and political science, anatomy and physiology, and ship draughting from the curriculum of the evening schools.

In addition to their other recommendations, the superintendents have suggested to the economy committee of the board of education that by postponing the appointment of new teachers in the high schools until September, 1905, it will be possible to save \$11,807. A similar postponement of appointments in re-

Educational Statistics of States and Leading Cities—1903-1904
(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
MICHIGAN—Con'd.						
Jackson	L. S. Norton	25,180	20,798	3,071	95	\$108,294
Kalamazoo	S. O. Hartwell	24,404	17,853	3,823	125	168,492
Muskegon	J. M. Frost	20,318	22,702	3,714	107	95,118
Lansing	W. D. Sterling	16,485	13,102	2,151	85	72,376
MINNESOTA	J. W. Olsen	1,751,394	1,301,826	275,794	13,083	8,465,824
Minneapolis	Charles M. Jordan	202,718	164,738	33,443	953	982,337
St. Paul	A. J. Smith	163,066	133,156	21,773	648	767,298
Duluth	R. E. Denfeld	52,969	33,115	9,360	277	329,000
Winona	Chas. R. Frazier	19,714	18,208	2,961	95	80,500
MISSISSIPPI	H. L. Whitfield	1,551,270	1,280,600	245,648	9,342	2,140,647
Vicksburg	C. P. Kempe	14,834	13,373	1,784	48	27,000
Meridian	J. C. Fant	14,050	10,694	1,939	60	35,500
Natchez	J. R. Lynn	12,210	10,101	1,159	37	18,750
Jackson	Edward L. Bailey	7,816	5,920	1,682	43	25,872
MISSOURI	W. T. Carrington	3,106,665	2,679,184	465,131	16,923	7,611,868
St. Louis	F. Louis Soldan	575,238	451,770	62,525	1,858	1,626,635
Kansas City	J. M. Greenwood	163,752	132,716	22,265	722	672,459
St. Joseph	J. A. Whiteford	102,979	59,324	8,041	280	264,721
Joplin	W. P. Roberts	26,023	9,943	5,524	114	85,000
Springfield	J. Fairbanks	23,267	21,850	4,052	90	76,056
Jefferson City	W. W. Richardson	9,664	6,742	1,012	29	59,687
MONTANA	W. B. Harmon	243,329	132,159	44,881	1,219	665,304
Butte	Robert G. Young	30,470	10,723	6,200	200	10,900
Great Falls	S. D. Largent	14,030	3,979	1,958	60	75,925
Helena	Randall J. Condon	10,770	13,834	1,971	62	95,000
NEBRASKA	J. L. McBrien	1,066,300	1,058,910	176,680	9,309	4,518,229
Omaha	W. M. Davidson	102,555	140,452	14,540	429	524,923
Lincoln	W. L. Stephens	40,169	55,154	5,506	185	165,306
South Omaha	J. A. McLean	26,001	8,062	3,576	123	114,064
NEVADA	Orvis Ring	42,335	45,761	7,500	300	250,000
Reno	John Edwards Bray	4,500	3,563	900	30	60,000
Virginia City	G. C. Ross	2,695	8,511	378	12	10,000
NEW HAMPSHIRE	H. C. Morrison	411,588	376,530	47,560	2,339	1,276,623
Manchester	Charles W. Bickford	56,987	44,126	4,483	150	142,856
Nashua	Jas. H. Fassett	23,868	19,311	2,600	92	68,000
Concord	L. J. Rundlett	19,632	17,004	2,400	60	65,000
NEW JERSEY	C. J. Baxter	1,883,669	1,444,933	262,871	9,697	9,252,632
Newark	A. B. Poland	246,070	181,830	32,484	967	1,293,077
Jersey City	Henry Snyder	206,433	169,003	24,439	649	842,064
Paterson	Wm. E. Chancellor	105,171	78,347	13,507	394	331,004
Camden	James E. Bryan	75,035	58,313	8,958	351	391,528
Trenton	E. Mackey	73,307	57,458	8,320	300	292,065
Hoboken	A. J. Demarest	59,364	43,648	7,298	210	353,189
Elizabeth	Wm. J. Shearer	52,130	37,764	7,500	155	144,481
Bayonne	J. H. Christie	32,722	19,033	6,671	179	146,506
Atlantic City	Chas. B. Boyer	27,838	13,055	5,335	113	122,000
Passaic	O. I. Woodley	27,777	13,028	3,029	139	152,661
Orange	Wm. M. Swingle	24,141	18,844	2,750	106	162,000
NEW MEXICO	J. Franco Chaves	195,310	153,593	29,582	852	353,012
Albuquerque	A. B. Stroup	6,238	3,785	1,160	28	31,000
Santa Fe	James A. Wood	5,603	6,185	331	12	7,349
NEW YORK	A. S. Draper (Com.)	7,268,894	5,997,853	928,335	34,453	41,418,095
New York City	Wm. H. Maxwell	3,437,202	2,492,591	466,571	13,327	27,848,853
Buffalo	Henry P. Emerson	352,387	255,664	44,000	1,320	1,650,000
Rochester	C. F. Carroll	162,668	121,806	20,206	645	715,581
Syracuse	A. B. Blodgett	108,374	88,143	15,945	500	509,408
Albany	Chas. W. Cole	94,151	94,923	10,624	315	327,512
Troy	Edwin S. Harris	60,651	60,956	5,500	200	164,384
Utica	Martin G. Benedict	56,383	44,007	7,588	243	213,702
Yonkers	C. E. Gorton	47,931	32,033	6,981	252	447,138
Binghamton	G. R. Miller	29,647	35,005	5,948	207	144,608

* Latest figures obtainable.

gard to new teachers in the elementary schools will cause a saving of \$92,000.

The principalship of evening school No. 136, Brooklyn, made vacant by the resignation of Charles O. Dewey, has been given to Edward B. McNally of the Commercial high school.

The local school board of the forty-third district will recommend to the board of education the erection of a new high school building in Jamaica and another in Flushing; also that a new elementary school be built in Douglaston. So anxious are the citizens of Jamaica for a new high school that they are willing to donate to the city the site for the building.

The pension committee of the Interborough Council at its second meeting, after a session of four and a half hours, decided to report in favor of the retirement of all teachers on half pay. This announcement was made at the meeting of the executive committee of the Brooklyn Teachers' association on Jan. 10, by Pres. Lyman J. Best. He said that the committee had come to this conclusion after considering the entire subject of pension legislation, and after inviting the presence and opinions of the presidents of the Principals' and Teachers' associations, and the members of their executive committees.

The pension committee in recommending the passage by the legislature of this general half-pay retirement law providing for the deduction of one per cent. from all teachers' salaries, was largely actuated by the desire so to arrange for the maintenance of the retirement fund that it will not be necessary to continue longer the present rules in regard to absences, which bear so hardly on those members of the teaching force who are ill.

The committee therefore think that the board of education ought to amend its by-laws in regard to teachers' absences as to remove these grievances, subject to the passage by the legislature of the proposed bill. Otherwise, even if the combined teachers of New York, after great labor, accomplish their object at Albany, they may find themselves thwarted at the hall of education in their principal object.

Against Shorter Hours.

The school board of district No. 5 has sent a communication to the board of education saying that it regrets exceedingly to learn that there is any suggestion of reducing the hours of school, even in the lowest grades. It suggests that very young children have minds too immature to stand any great concentration of attention, and that less injury will be done to their general physical and mental vitality by instruction somewhat thinly spread over five hours, than by a demand upon them for constant attention during three hours and a half. The fact that the children on part time have hitherto been found less prepared in the upper grades than the children who have had full time instruction in the lowest classes, appears to the district board ample confirmation of this view.

Furthermore, the Fifth district board reminds the general educational authorities that most of the children taught within its boundaries are of foreign parentage, and frequently never hear a word of English spoken in their homes. The play time, therefore, when they simply talk with the teacher, is of incalculable advantage in preparing them, by the easy acquisition of English, for American citizenship. And, of course, this facility in speaking English is most easily obtained the smaller the child.

Such conditions prevail to a certain extent all over the city, and the local board earnestly petitions the board of education not to reduce the time al-

lowed the children to obtain the advantages of the schools. The local board says it not only speaks for itself and its teachers in this matter, but also for the parents of the Fifth district.

Proposed Measures of Economy.

It is understood that the board of superintendents has reported to the economy committee of the board of education that \$100,000 can be saved by cutting down the salaries of the supervisors, principals, and teachers in the vacation schools, and playgrounds, the recreation centers, and the evening schools. It will be recollected that some time ago the Association of Women Principals of Manhattan and the Bronx pointed out, in a communication to the superintendents, that the teachers in these special schools received much more remuneration, considering the number of children under their care, than the teachers in the regular elementary schools.

The superintendents have not, according to apparently trustworthy report, specified just what salaries should be reduced, and how much, but have simply informed the economy committee that it is possible to save the amount mentioned above in salaries in these additional teaching forces.

It is said also that the board of superintendents is ready to approve another salary reduction in the interest of economy. This time the so-called "pupil teachers" will suffer. These teachers

are the pupils in the last term in the training schools, who are paid a \$1.50 a day while they secure practice by substituting for the regular teachers. The superintendents will advise that this compensation be reduced to \$1.00 per diem. They will not recommend that the reduction go into effect, however, until the September of 1906. The pupils who entered under the former schedule will not therefore be affected, as only the pupils who came into the training schools after the first of this January will be teaching in the school session of 1906-07.

Recent Deaths.

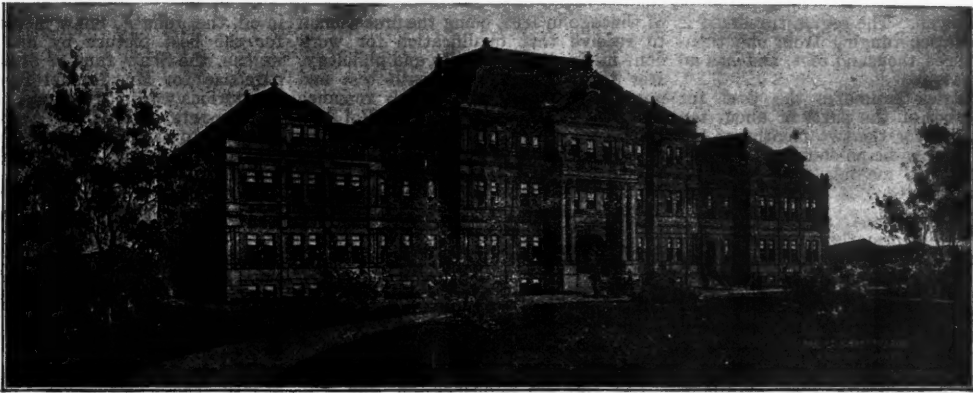
Mason Macdonald, long a teacher in the schools of Staten Island, and for several years principal of school No. 3, New Brighton, and after consolidation, of school No. 17, died at his home in that place on Jan. 12, aged sixty-nine years. Mr. Macdonald retired from the school service about four years ago.

James Weir Mason, retired professor of mathematics in City college, died on January 10 at Easton, Pa., in his seventieth year. Professor Mason was born in New York, the son and grandson of a Presbyterian minister, and was graduated in 1856 from the City college, then the free academy. For many years he was a teacher in Professor Arthur's school, and then in a school of his own. He gave this up to become principal of the Yonkers High school, from which he

Educational Statistics of States and Leading Cities—1903-1904

(CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
NEW YORK—Con'd:						
Elmira	C. F. Walker	35,672	30,893	4,113	157	\$122,790
Schenectady	S. B. Howe	31,682	19,902	4,831	148	107,885
Auburn	Clinton S. Marsh	30,345	25,858	3,425	137	110,510
Newburgh	Jas. M. Crane	24,943	23,087	3,449	100	102,555
Kingston	S. R. Shear	24,535	21,261	3,178	103	113,451
Poughkeepsie	Wm. A. Smith	24,029	22,206	3,760	96	105,490
Cohoes	Edward Hayward	23,910	22,509	2,200	69	51,000
Jamestown	Rovillus R. Rogers	22,892	16,036	4,033	120	103,309
Oswego	George E. Bullis	22,199	21,842	2,944	89	56,888
Watertown	Frank S. Tisdale	21,596	14,725	3,669	118	113,658
Mt. Vernon	Chas. E. Nichols	21,228	10,830	4,151	117	162,340
Amsterdam	H. T. Morrow	20,920	17,336	2,407	78	73,328
NO. CAROLINA						
Wilmington	J. Y. Joyner	1,893,810	1,617,947	290,559	8,236	1,726,361
Charlotte	John J. Blair	20,976	20,056	3,280	65	30,000
Asheville	Alexander Graham	18,091	11,557	2,500	57	59,000
Raleigh	R. J. Tighe	14,694	10,235	1,661	48	36,210
Greensboro	Edward P. Moses	13,643	12,678	1,842	77	31,200
Winston	W. H. Swift	10,035	3,317	1,350	41	.....
	W. S. Snipes	10,008	8,018	1,106	35	17,123
NORTH DAKOTA						
Fargo	W. L. Stockwell	319,146	182,719	95,148	5,364	2,350,000
Grand Forks	Alfred E. Logie	9,589	5,664	1,850	55	50,000
Bismarck	J. Nelson Kelly	7,959	4,979	418	48	80,868
	Wm. Moore	3,319	2,186	129	14	22,000
OHIO						
Cleveland	B. A. Jones	4,157,545	3,672,316	614,305	26,651	16,740,004
Cincinnati	Edwin F. Moulton	381,768	261,353	51,038	1,505	2,623,855
Toledo	F. B. Dyer	325,902	206,908	35,597	977	1,099,766
Columbus	W. W. Chalmers	131,822	81,434	20,330	493	347,412
D Dayton	Jacob A. Shawan	125,560	88,150	18,674	540	639,999
Youngstown	Edwin N. Brown	85,333	61,220	12,195	408	415,838
Akron	H. H. Chaney	44,885	33,220	6,586	190	238,000
Springfield	N. V. Hotchkiss	42,728	27,601	6,839	170	202,745
Canton	John S. Weaver	38,253	21,895	5,438	170	162,328
Hamilton	John M. Sarver	36,667	26,169	6,183	158	150,860
Zanesville	Darrell Joyce	23,914	17,565	3,247	106	114,582
Lima	W. D. Lash	23,538	21,009	3,247	99	91,005
	Chas. C. Miller	21,723	15,981	3,488	103	155,360
OKLAHOMA						
Oklahoma City	L. W. Baxter	398,331	61,834	84,905	3,438	1,266,278
Guthrie	Ed. S. Vaught	10,037	4,151	3,087	97	165,000
	Frank E. Buck	10,006	5,333	1,742	54	28,390
OREGON						
Portland	J. H. Ackerman	415,536	313,767	72,464	4,046	2,046,093
Salem	Frank Rigler	90,426	46,385	12,087	359	450,355
	L. R. Traver	4,258	(No ret rns)	1,332	38	32,500
PENNSYLVANIA						
Philadelphia	Nathan C. Schaeffer	6,302,115	5,258,014	898,300	32,153	25,943,177
Pittsburg	Edward Brooks	1,293,697	1,046,964	136,115	3,842	4,722,500
Allentown	Samuel Andrews	321,616	238,617	39,041	1,161	1,996,094
Scranton	John Morrow	129,866	105,887	13,791	426	799,533
Reading	G. W. Phillips	102,026	75,215	13,972	386	648,711
Erie	Charles S. Foos	78,661	58,661	10,177	330	271,480
Wilkesbarre	H. C. Missimer	52,733	40,634	6,416	236	210,486
Harrisburg	Jas. M. Coughlin	51,721	37,718	7,155	184	182,870
Lancaster	L. O. Foose	50,167	39,385	7,094	207	213,816
Altoona	R. K. Buehrle	41,459	32,011	4,520	120	137,034
Johnstown	D. S. Keith	38,973	30,337	5,464	169	150,056
Allentown	J. M. Berkey	35,936	21,805	5,152	153	166,730
McKeesport	F. D. Raub	35,416	25,228	5,452	138	213,024
Chester	Joseph B. Richey	34,227	20,741	5,067	144	206,613
York	A. Duncan Vocum	33,988	20,226	4,366	146	324,374
Williamsport	A. Wanner	33,708	20,793	4,594	147	187,478
Newcastle	Chas. Lose	28,757	17,132	4,140	117	152,836
Easton	J. W. Canon	28,339	11,600	4,524	137	143,459
Norristown	Wm. W. Cottingham	25,238	14,481	4,063	112	128,835
	Jos. K. Gotwals	22,265	19,791	2,364	80	78,840
RHODE ISLAND						
Providence	Thos. B. Stockwell	428,556	345,500	50,757	1,878	1,856,375
Pawtucket	Walter H. Small	175,597	132,146	23,097	738	995,766
Woonsocket	M. J. O'Brien	39,231	27,633	4,597	108	230,196
Newport	F. E. McFee	28,204	22,830	2,597	103	76,839
	Herbert W. Lull	22,034	19,457	3,070	107	116,940



State Normal School at Greeley, Colo.; Dr. Z. X. Snyder, President.

went to Albany as principal of the boys' academy of that city.

After acting as actuary of the Penn Mutual Insurance Company of Philadelphia for several years, Professor Mason was called to City college as professor of mathematics, which chair he held for twenty-five years, retiring in 1903.

William H. Woodward, senior member of the printing firm of Woodward-Tiernan Company of St. Louis, died suddenly on Nov. 30 of an attack of heart failure while attending a meeting of the directors of the St. Louis public museum. He had just announced his intention of making a gift of a considerable sum of money to the museum.

Mr. Woodward was born in England in 1834 and came to this country at an early age. When he was eleven years old he was apprenticed as a printer with the Madison (Wisconsin) *Statesman*. After five years with them he went to St. Louis, then a comparatively small town, and secured work in the printing department of the *Republican*. He was soon its foreman, and then left it to establish a printing business of his own, later forming a partnership with James Tiernan, his successor as foreman on the *Republican*.

Mr. Woodward was one of the founders of the United Typothetae, and its president in 1892-'93, presiding at the convention held in Chicago during the World's Fair. He was a director of the Louisiana Purchase Exposition, and served on three of its important committees.

"A Perfect Gift."

By the will of the late E. W. Codman, Harvard '54, who died recently, that university will come into the possession of two hundred and fifty thousand dollars, which can be used for any purpose in the discretion of the president and fellows except for the payment of debts already incurred.

The Harvard class of 1880 is preparing to celebrate the twenty-fifth anniversary of its graduation next June by delivering into the hands of the treasurer of the university one hundred thousand dollars in cash, for use absolutely at the discretion of the authorities. President Eliot calls this "A perfect gift." Harvard has been running behind in its finances for two years, causing a deficit of forty thousand dollars, the large gifts it has received meanwhile not being available for ordinary running expenses.

"Anti" in Greek means "opposed to" — "kamnia" means "pain;" therefore, antikamnia means "opposed to pain." *Health* of London, England, says: Two five-grain antikamnia tablets will relieve nerve pain when everything else has failed. A dozen five-grain tablets obtained from your druggist should be in every house. They are always useful in time of pain.

The class of 1880 contains John I. Woodbury, of the Boston Park Commission; Robert Winsor, of the great banking firm of Kidder, Peabody & Company; Henry W. Savage, the novelist; Josiah Quincy, former mayor of Boston; William A. Gaston, the distinguished lawyer, formerly Democratic candidate for Governor of Massachusetts; Richard N. Saltonstall, and many other prominent business and professional men throughout the country, and last but not the most insignificant, President Theodore Roosevelt.

Notes by the Way.

Mr. John T. Patrick, of Houston, Texas, is arranging an expedition which the Southern Pacific railroad thinks will be the most interesting hunting trip ever inaugurated. He will conduct fifteen men on a mid-winter horseback journey thru southwestern Texas and the republic of Mexico. There will be a competent staff of guides, helpers, etc., together with a chef and a physician. The party will carry their own tents, in which

Educational Statistics of States and Leading Cities—1903-1904 (CONTINUED)

States and Cities	Superintendents of Schools	Population Census 1900	Population Census 1890	School Attendance	No. of Teachers	School Expenditures
SO. CAROLINA.....	O. B. Martin.....	1,340,316	1,151,149	209,389	5,947	\$7,046,143
Charleston.....	Henry P. Archer.....	55,807	54,955	7,618	123	64,901
Columbia.....	E. S. Dreher.....	21,108	15,353	2,010	46	22,809
SOUTH DAKOTA.....	Geo. W. Nash.....	401,570	328,808	106,822	5,095	2,868,115
Sioux Falls.....	Frank C. McClelland.....	10,266	10,177	1,850	61	66,904
Pierre.....	Wm. P. Dunlevy.....	2,306	3,235	475	15	10,000
TENNESSEE.....	S. A. Mynders.....	2,020,616	1,767,518	344,882	9,613	2,602,141
Memphis.....	Geo. W. Gordon.....	102,320	64,495	8,117	257	270,867
Nashville.....	Z. H. Brown.....	80,865	76,168	10,094	239	233,437
Knoxville.....	Albert Ruth.....	32,637	22,535	4,047	105	60,398
Chattanooga.....	S. G. Gilbreath.....	30,154	29,100	3,775	101	53,000
TEXAS.....	R. B. Cousins.....	3,048,710	2,235,523	444,669	16,650	5,694,059
San Antonio.....	L. E. Wolfe.....	53,321	37,673	7,069	155	136,222
Houston.....	P. W. Horn.....	44,633	27,557	6,540	200	169,006
Dallas.....	J. L. Long.....	42,638	38,667	6,485	180	193,739
Galveston.....	John W. Hopkins.....	37,789	29,084	4,440	94	73,335
Fort Worth.....	Alex. Hogg.....	26,688	23,076	4,375	104	75,000
Austin.....	A. N. McCallum.....	22,258	14,575	2,742	81	52,689
Waco.....	J. C. Lattimore.....	20,686	14,445	2,820	83	118,759
UTAH.....	A. C. Nelson.....	276,749	207,905	*57,045	*1,593	*1,459,722
Salt Lake City.....	D. H. Christensen.....	53,531	44,843	11,001	345	423,392
Ogden.....	William Allison.....	16,313	14,889	3,728	115	110,000
VERMONT.....	Walter E. Ranger.....	343,641	332,422	48,845	3,310	1,231,796
Burlington.....	Henry O. Wheeler.....	18,640	14,590	2,030	84	64,772
Rutland.....	Willard A. Frasier.....	11,499	10,551	1,825	60	45,566
Barre.....	O. D. Mathewson.....	8,448	4,146	1,721	43	29,568
Montpelier.....	F. J. Browncombe.....	6,266	4,160	790	26	19,733
VIRGINIA.....	Jos. W. Southall.....	1,854,184	1,655,980	224,776	9,044	2,137,364
Richmond.....	Wm. F. Fox.....	85,050	81,388	9,886	276	182,086
Norfolk.....	Richard A. Dobie.....	46,624	34,871	4,870	104	78,621
Petersburg.....	D. M. Brown.....	21,810	22,680	2,500	54	24,000
Roanoke.....	Bushrod Rust.....	21,495	16,159	3,044	70	43,500
Newport News.....	John Sheldon Jones.....	19,635	14,449	1,780	57	36,635
Lynchburg.....	E. C. Glass.....	18,891	19,709	3,200	67	40,000
WASHINGTON.....	R. B. Bryan.....	518,103	349,390	110,774	4,819	4,158,447
Seattle.....	Frank B. Cooper.....	80,671	42,837	18,077	383	663,668
Tacoma.....	A. B. Warner.....	37,714	36,006	7,066	208	255,115
Spokane.....	J. A. Torney.....	36,848	19,022	7,376	242	393,461
Olympia.....	W. W. Montgomery.....	4,082	4,698	900	27	23,373
WEST VIRGINIA.....	Thos. C. Miller.....	958,800	762,794	159,783	7,519	2,897,543
Wheeling.....	H. B. Work.....	38,878	34,522	3,716	152	127,000
Huntington.....	W. H. Cole.....	11,923	10,108	2,350	58	52,785
Parkersburg.....	U. S. Fleming.....	11,703	8,408	2,420	80	68,756
Charleston.....	Geo. S. Laidley.....	11,099	6,742	2,102	71	112,292
WISCONSIN.....	C. P. Cary.....	2,069,042	1,686,880	285,179	13,588	8,182,528
Milwaukee.....	Carroll G. Pearse.....	285,315	204,468	36,002	984	1,259,770
Superior.....	B. B. Jackson.....	31,091	11,983	5,142	178	184,722
Racine.....	Burton E. Nelson.....	29,102	21,014	4,696	148	118,798
La Crosse.....	John P. Bird.....	28,595	25,090	4,167	129	103,596
Oshkosh.....	H. A. Simonds.....	28,264	22,856	3,589	127	100,158
Sheboygan.....	H. F. Leverenz.....	22,962	16,359	3,226	116	83,569
Madison.....	R. B. Dudgeon.....	19,104	13,426	3,052	86	105,783
WYOMING.....	Thos. T. Tynan.....	92,531	60,705	*17,511	*684	*364,226
Cheyenne.....	H. E. Conard.....	14,087	11,690	1,035	34	39,114
ALASKA.....	S. Jackson (Agt.).....	63,592	32,052	† 2,990	† 63	† 104,351
HAWAII.....	Alatau T. Atkinson.....	154,001	89,990	19,299	640	517,773
Honolulu.....	A. T. Atkinson.....	39,306	22,907	7,032	286	.....
PORTO RICO.....	R. P. Faulkner (Com.).....	953,443	837,232	63,556	1,265	831,303
San Juan.....	E. N. Clopper.....	32,048	.....	3,852	97	.....
Ponce.....	R. R. Lutz.....	27,952	.....	4,793	108	.....
PHILIPPINE IS.....	David P. Barrows.....	6,987,686	.....	263,974	4,157	1,535,572
Manila.....	G. A. O'Reilly.....	219,928	.....	13,000	266	32,000
UNITED STATES.....	W. T. Harris (Com.).....	84,907,156	63,069,756	11,054,502	564,755	\$251,457,625

* Latest figures obtainable.

† Returns incomplete.

they will dwell. The region traversed is of an elevation ranging from one thousand to three thousand feet, and has an ideal climate.

Mr. Patrick estimates the cost for each member of the party at about ten dollars a day for the two months of the trip. There can be no doubt of the benefit which those making this delightful gallop will receive.

Miss Edith Rickert, author of "The Reaper," was formerly a teacher. She taught for three years in the Lyons Township high school, Illinois, and two years in the Hyde Park high school, Chicago, at the same time studying at the University of Chicago. She studied and traveled abroad in Germany, France, and England, 1896-97, sending special correspondence to a Chicago paper. While in England she wrote several short stories which appeared in various magazines. From 1897 to 1900 she was an instructor of English at Vassar while completing the work for her degree. Since 1900 she has lived abroad, chiefly in England, with intervals of travel in Germany, France, Italy, Holland, Scotland, and the Shetland Islands where the scene of "The Reaper" is laid.

She has twice visited these islands, living, as far as possible, the life of the people. The material for her story was gathered from the men at the harvesting, the sheep washing and the fishing, and from the women as she sat with them carding, spinning, and knitting. She learned to know their ways of speech and of thought, and she has tried always to be true to the spirit of their life as she lived it with them.

Miss Rickert was born at Canal Dover, Ohio, in 1871, of Dutch and German-American ancestry. She received the degree of A. B., with "honors" at Vassar college, in 1891, and Ph. D. "magna cum laude" at the University

of Chicago in 1899, being the first woman to receive that qualification for work done in English literature and philology. Her thesis was a study with text and notes of the Middle English romance "Emare." She was elected to Phi Beta Kappa in 1899. Aside from contributions to "The Vassar Miscellany," her first published story "Among the Iron Workers" appeared in "Kate Field's Washington," 1890, in a competition open to undergraduates of any college, and in addition to the usual payment received the prize offered for the best story. While she was at Vassar, her essay on "Shakespeare's Delineations of the Celtic Character," in a competition open to members of the senior class, was awarded the first prize.

The Harpers published on Jan. 10, "The Wonders of Life," by Ernst Haeckel, a further elaboration of the theory laid down in "The Riddle of the Universe." Professor Haeckel, as everybody knows, is the most absolute of materialists, and notwithstanding the decided drift of science away from complete materialism, does not alter his previous attitude one jot.

The new edition of Tolstoi's works about to be published by Dana Estes & Co., under the editorial supervision of Professor Wiener, of Harvard, will contain a new plan in the matter of indices. There will be a "thought index." It is an alphabetical concordance to every important thought and idea in all the volumes. This index will cover more than one hundred pages.

The twenty-seventh annual exhibition of the Society of American Artists will be held at 215 West Fifty-seventh street, beginning on March 25, and lasting until May 1. The Webb prize of \$300 for the best landscape or marine view, the Carnegie prize of \$500 for the best portrait

in oil, the Julia A. Shaw Memorial prize for the best picture by an American woman, the Shaw fund of \$1,500 for the purchase for Mr. Samuel T. Shaw, of meritorious works of art, are the special inducements offered to painters and sculptors to exhibit under the auspices of the society productions not before exhibited in New York.

The New York Life Insurance Company.

The sixtieth annual report of the New York Life Insurance Company deals with figures that it is difficult for the mind to grasp, rivaling the statistics of many governments and reminding one of the astronomical distances. The new paid business during 1904 exceeded \$342,000,000 of insurance. This overtops by \$15,000,000 the new paid business of any previous year. The cash payments to policy holders during this same twelve-month were over \$40,000,000.

The company, which is a purely mutual one, has no capital stock and exists solely for the benefit of its policy holders. Of these policy holders there are 925,000, their policies averaging about \$2,100 each. Since its organization in 1845, the company has returned to its policy holders over \$450,000,000. Last year it loaned \$17,000,000, to policy-holders on the security of their policies alone.

The company owns bonds worth at par \$288,000,000, their market value being \$294,000,000, every bond duly paying its interest. No stocks or industrial securities of any kind are used as investments.

The detailed annual report of the New York Life is filed with the Federal department of commerce and labor, with the insurance department of the state of New York, and with the proper authorities of all the other states of the Union, and of all other civilized countries of the world.

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OSSIAN H. LANG, Editor

The Program for 1904-5.—The courses of reading planned for promise to be of even greater usefulness and interest than those of last year. The co-operation of several valued friends makes possible a rich program partially suggested in the following outline:

American Education, Religious Education, Moral Education, Educational Systems, Methodology of Education, Science and Art Aspects of Education, Pedagogical Terminology, Educational Classics, Educational History, Psychology and Child Study, Common School Extension, Teachers' Examinations, The Economics of Teaching.

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Literary Items.

Mr. John Morley, speaking the other day at the dedication of a library at Plumstead, England, said that if he were asked what poet he would recommend a reader to begin with, he thought he would say Byron. "Byron is not the greatest of poets," continued Mr. Morley, "but he has energy, an historic sense, a loathing for cant in all its shapes, whether it is the cant of the upper ten thousand or of the ten million. And remember that he was the great center and inspiring force of democracy in the continent of Europe. When our democracy seeks inspiration in poetry, Byron will once more have his day."

The London Times and the New York Times on Jan. 20, 21, and 23, will publish the unfinished novel which Lord Beaconsfield left at the time of his death. Only nine chapters had been completed. It was the last work of the great statesman. Copyright privileges have been secured by these two newspapers in England and the United States, and the fragments will not be published in any other form until the completion of Disraeli's authorized biography by Mr. Monypenny.

It is reported from Copenhagen that there has been discovered at Lund in Sweden, a text of "Titus Andronicus" published in London in 1594. The oldest edition hitherto known has been the 1600 quarto. If this Danish dispatch is true, the discovered text may help to solve the problem as to just how much Shakespeare had to do with the writing of "Titus Andronicus." It is generally agreed by critics that this awful tale of gore was the dramatist's first effort in literature, an effort which was to produce finally "As You Like It" and "Hamlet."

The Scott-Thaw Company have published a limited edition of 1,000 copies of a translation from the Latin of "The Gospel of the Infancy According to St. Peter," which was found some years ago in the ancient Abbey of St. Wolfgang in the Salzammergut. This apocryphal gospel may be a Latin version of some early Arabic or Coptic work, or it may be a medieval harmony of the other apocryphal gospels of the infancy. The internal evidence is all that we possess. It is of a distinctly lyrical character, and Mr. Henry Copley Greene, the translator, has given a translation accurate, musical, and in its simplicity producing an echo of the stately English of the canonical books. Alice Meynell writes the introduction.

The January *Arena* has a strong table of contents. Foremost among them is the first of a series of papers on Pennsylvania politics by the well-known Philadelphian, Mr. Rudolph Blankenburg. Those who have read these interesting articles declare themselves strongly reminded of the disclosures in the *Harper's Weekly* and the *New York Times* which overthrew the Tweed ring. But no such results can be reasonably expected to flow from Mr. Blankenburg's revelations of Philadelphia's shame. Only a visitation such as descended upon Sodom and Gomorah will apparently stir Philadelphia.

Mrs. Spencer Trask has an exceptionally well written paper on the divorce problem, maintaining with great ability the arguments of the Episcopal church.

The Holiday number (January) of the *Woman's Home Companion*, has a beau-

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NOT A MAN but the man is what we try to recommend. Some weeks ago Supt. Davey of East Orange, N. J. should be here, and wanted us to be ready to recommend two or three men for a grammar school principalship. When he came we said "The best man we know is W. E. Smith of Birmingham. He is a Harvard graduate president of the State grammar school principals' association, a first rate fellow and married to a charming wife." Mr. Davey was impressed by his credentials, but **BUT** best?—"We have no next best. For just your asked: "Now suppose he doesn't suit, who is your next this agency. We want teachers for the best vacancies in Pennsylvania and other states. For further information call to see or address **THE MAN** to start and added, "I have seen a large number of men in connection with this position, but believe that all things considered, he is by all odds the best man for the position." That is the way we like to do agency work, and do do it whenever we are sure we have

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tiful cover design consisting of a young girl's portrait surrounded by sprigs of mistletoe and holly. "When Royalty Goes Visiting," by Fritz Morris, and "The Reckless Luxury of Modern Hotel Life," by Grace Margaret Gould, are two of the many illustrated articles in this splendid issue.

Leslie's Magazine for February will be a special automobile number. The reader will be able to judge of the cost and usefulness of automobiles from a complete illustrated catalog prepared for that issue. The list will be accompanied by a series of articles by experts, containing information indispensable to the intending purchaser.

"Architecture in California," "Architectural Refinements," "Some Newport Houses," and "The Finest Store in the World" are some of the articles in the January *Architectural Record*.

Prof. N. S. Schaler, of Harvard university, the eminent geologist and dean of the Lawrence Scientific school, has an article in *The International Quarterly* entitled "Earth and Man: an Economic Forecast." Professor Schaler discusses the question as to whether the earth can support the growing number of its inhabitants, a serious question ever since the days of Malthus, and shows that there is no reason for dread, owing to this old world's possibilities still in the way of increased means of sustenance.

The new book by John Burroughs, "Far and Near," published by Houghton, Mifflin & Co., required a third edition within a month. This is not surprising, as the reading public always looks forward to a new book by Mr. Burroughs as a literary pleasure of no small moment. In this volume, among other things, the author traces with the keen vision and alert attention which characterize all his writings, the landscape, life, and general atmosphere of Jamaica. He gives a fine description of the great Muir glacier on Mt. Wright, and of a day spent on the top of the mountain nearly three thousand feet above the glacier.

Next month Charles Scribner's Sons will publish "The Life of Reason," the philosophical view of the universe and its problems, on which Dr. George Santayana, of Harvard university, has been engaged for the last seven years. The book will not only be the most important recent work in philosophy written by an American scholar, but to all who know Dr. Santayana's style, it will be welcomed for the exquisite beauty which he imparts to everything that comes from his pen. The combination of originality of thought with lucidity and grace of diction is not so common that it can be allowed to pass unnoticed.

Prof. Oscar L. Triggs, formerly connected with the University of Chicago, is the editor of a new monthly published in Chicago, and which is called *To-Morrow*. The initial number appeared during Christmas week, and had among its contributors Hon. William J. Bryan, Charles E. Russell, managing editor of the *Chicago American*, and Secretary Mally, of the Socialist party.

Curtis Hidden Page, lecturer in Romance languages in Columbia university, and Adolphe Cohn, professor of Romance languages in the same university, are editing for G. P. Putnam's sons a set of



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"The Times."

The most conspicuous object now in the New York landscape is the Times building which was opened on New Year's day, and from which the *Times* was first issued early the next morning. The huge structure, which covers the triangle formed by Broadway, Seventh avenue, Forty-second street, and Forty-third street, is twenty-four stories high, not to speak of the subway station in the basement, and towers into the air for four hundred and seventy-six feet. The architects have achieved a great advance over the other well-known triangle building, the so-called "Flatiron" at Twenty-third street, for the new Times building is distinctly a pleasing object to the eye, not merely an overpowering immensity.

This building is another triumph for Mr. Ochs, the still young proprietor, who, not so many years ago, was only prominent in the newspaper community of Chattanooga, and is now one of the foremost metropolitan publishers in the world. But Mr. Ochs' greatest triumph remains the *New York Times* itself, which has all the energy and get-the-news quality which the "yellow" sheets so vociferously claim for themselves, without sacrificing the accuracy, condensation, high motives, and dignity of thought and style which make a real newspaper welcome to the refined woman and the busy man of affairs, instead of a perpetual offence. A city is fortunate which possesses such a medium of real information and of uplift in every worthy endeavor as New York has in the *Times*.

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